

# COLLEGE AND UNIVERSITY

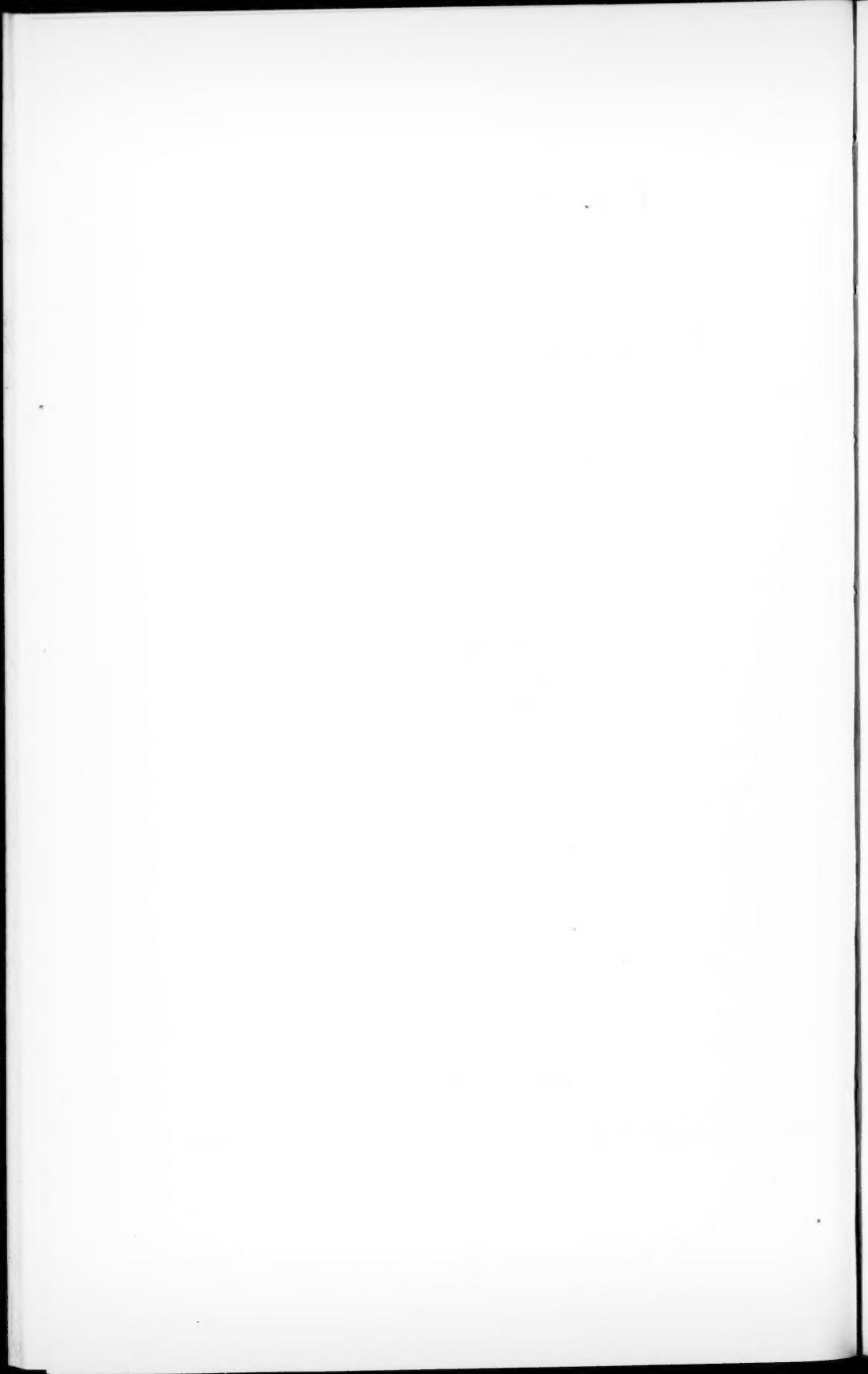
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and Admissions Officers*



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Association of Collegiate Registrars  
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## Contributors to This Issue

BEN W. GIBSON, JR., is Liaison Officer between Colleges and Universities and the Board of Education, Atlanta, Georgia.

LAURENCE M. GOULD, President of Carleton College, is a distinguished educator, geologist, and Antarctic explorer.

CHARLES H. HOLMES is Assistant to the Dean, College of Liberal Arts, Syracuse University.

EDWARD E. JOHNSON is Professor of Psychology, Southern University, Baton Rouge, Louisiana.

CHARLES O. NEIDT is Chairman, Department of Educational Psychology and Measurements, Teachers College, University of Nebraska.

CAPTAIN K. L. NUTTING, USN, is stationed at Oregon State College.

HAROLD F. SIMMONS is Intermediate Instructor in Mathematics, Kellogg-Voorhis Campus of California State Polytechnic College.

DANIEL TANNER is Assistant Professor of Education, San Francisco State College.

EUGENE S. WILSON is Dean of Admission, Amherst College.

**C**EDAR CREST, a liberal arts college for women, was founded by a group of citizens in Allentown, Pennsylvania, in 1867. Throughout its existence it has been supported by the United Church of Christ, but it is by no means a sectarian institution. Its present enrollment of almost 500 represents many religious and cultural backgrounds.

Alumnæ Hall, erected in 1950, houses the auditorium, the little theater, the Lees Memorial Chapel, and the departments of music, art, and speech and drama, as well as the office and lounge of the Alumnæ Association.



ALUMNÆ HALL, CEDAR CREST COLLEGE

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## Education and Survival\*

LAURENCE M. GOULD

**S**HORTLY after the successful launching of our own first earth satellite, Explorer I, one of my neighbors was heard to exclaim, "Thank goodness that's up. Now I feel safe again." That there is safety anywhere is an illusion. To act on any other assumption would be our undoing. That an all-out atomic war would be a war of total destruction is now generally admitted, but I do not believe we are faced with the likelihood of such a war. The issue that faces us is not primarily a contest between Soviet Russia and ourselves for superiority in the production of satellites, submarines, and missiles—rather it is one between two approaches to education.

For several years American scientists have known that we were confronted with a growing shortage of qualified scientists and engineers. The National Science Foundation was created by Congress seven years ago to stimulate increased and renewed activities in these two important areas; but for the public as a whole "business as usual" remained the rule. This came to a sudden, dramatic end with the launching of Sputnik I. Immediately we realized that we were at the end of an era and that our position in science and technology was not unique. Sputnik I demonstrated beyond question the superiority of Russian science in certain areas. This does not mean that Russian science as a whole is superior to our own. This I doubt; but in a controlled economy such as that in Russia special attention can be focused

\* Reprinted by permission from the *Carleton College Bulletin*, August 1958.

on fields that are believed to be of particular importance. For Russia this means areas related to national defense, which in turn means special emphasis on physics and mathematics. There is no question but that the Russians have gone way beyond us in certain aspects of these disciplines.

Sputnik I dramatized, as nothing else could have done, the magnitude and the violence of the technological revolution in which we are involved. It should have demonstrated to all thoughtful citizens that the trained and educated mind is the most important asset any nation can possess.

It is difficult for us to accept the implications of Sputnik I. The possibility that a rigidly conforming, dictatorial system could even come close to matching us has always been beyond our comprehension. Now we are suddenly aware that another power utterly opposed to us ideologically has surpassed us in some respects.

It is obvious to all of us now that the totalitarian state of Russia has not suffocated or even stifled the pursuit of scientific truth in certain fields at least. Furthermore, we know that the passion for education on the part of young people, as well as their parents, in Russia is probably unparalleled anywhere else in the world. In its brief history Soviet Russia has virtually eliminated illiteracy under forty.

I doubt if history affords any more dramatic record than the forty years of Soviet history. These have been forty years of "explosive" development in education and industry. Forty years ago when the Soviets came into power they looked to the U. S. A. to discover the reasons for our prodigious productivity. They coldly analyzed our system and came to the conclusion that the answer lay in the fact that we had invested more than any other nation in education and that it had paid off. Since that time, to a larger extent than we have realized, the Russians have copied the basic assumptions underlying our own educational system. Today, then, Soviet education threatens us with its version of our own American system. The extent to which they believe education is responsible for their extraordinary progress is revealed in these words from a Russian magazine of November 15, 1957: "The creation of the earth's first artificial satellites was a natural link in the chain of achievements in science and engineering in the Soviet Union. To recall Russia forty years ago is to gauge the magnitude of this

achievement. It telescopes the tremendous changes which have taken place in the way of life of an entire nation.

*"Education was a key which unlocked the door to a veritable treasure house of talent that had lain dormant.* Two generations have produced an army of engineers and metallurgists, chemists and electronic engineers, physicists and mathematicians capable of working out all of the intricate problems connected with launching an artificial earth satellite and a highly developed industry ready to produce the most complicated apparatus their thinking could conceive."

Note the emphasis on education as the key! The Soviets recognize the necessity of guiding every child along the educational path as far as his capabilities permit. They are doing a superior job of identifying talent early and cultivating it to the utmost and of rewarding scholarship and research and making teaching the dignified and reputable profession it ought to be. There is the further inescapable fact that the Russians are working much harder at their tasks in education than we are. Russian youngsters go to school six days a week ten months of the year. Furthermore, though by our standards the curricula of Russian schools are narrow, yet there is a widespread and clear recognition of the necessity for an international point of view. Every student begins the study of one foreign language in his fifth year. English is the most popular of all foreign languages because it contains a larger reservoir of scientific data than is to be found in any other language.

Of the Americans who have been able to observe Soviet education currently, all report the high quality of instruction. This we should expect. In Russia the top professor's total salary is in the range of \$35,000 to \$50,000 per year at the official rate of exchange. Added to this are low taxes, low rent, free health service, free education for his children, and in the case of particularly outstanding work—paid vacations for himself and his family. But above all else the Soviet professor is looked up to! Contrast that with our own country. The American college faculty member's salary is little more than the average factory worker's. The average full professor's income is about one and one-half times that of the factory worker. In Russia the top scientist is worth as much as the top industrialist; whereas in the United States the top industrialist gets thirty to fifty times the salary of the top scientist.

Soviet Russia assumes that practically all major scientists should be

in universities spending part of their time teaching. Fifty per cent of Russian graduates go into teaching. There is no shortage of qualified teachers in Russia.

Our own attitude toward the scholar and his work has been quite different as Louis Wright, director of the Folger Library, has said: "But 1957 was merely the crowning year of a long period during which we had heaped ridicule on learning. Americans have been trained to regard the highbrow as an undesirable citizen, unfit for the society of good fellows. We have caricatured the professor either as a comic character in a cap and gown, ineffectual and impotent, or as a sinister villain bent upon burning the Capitol and overturning the Republic. We have paid teachers less than day laborers and harassed them with regulations that would disgrace a police state. We invented the term 'egghead' as a term of contempt for any intellectual whose conversation exceeded the scope of the sports page and the adventures of L'il Abner, while at the same time we adopted the bonehead as our beau ideal. In the decade ending in 1957 we struggled and achieved a cultural vacuity that would have won the acclaim of Jim Fisk and his fellow Titans of the Gilded Age. We have appeared to enjoy being a nation of Tony Lumpkins, and now we feel injured because nations who have taken our money will not also embrace our 'culture.' We have not proved ourselves very bright, and we shall have a hard struggle to survive. There is some doubt whether we deserve survival. If we do, every cultural institution, libraries like the Folger, universities, colleges, schools, museums, will have to labor unceasingly to produce an adequate supply of intellectual leaders."

In a world where mere survival depends upon the maximum exploitation of a nation's intellectual resources, who do you think is putting first things first—the U.S.A. or the U.S.S.R.? Professor Jerome Wiesner of the Massachusetts Institute of Technology appearing before the Committee on Economic Development, said this: "When I really feel gloomy, I think that five years from now they [the Soviets] will be obviously superior to us in every area, but when I am optimistic I feel it will take ten years for them to achieve this position." Surely it ought to be apparent to all thoughtful people that to proceed as we have been going for the past few years is all that need be done to insure a Soviet-dominated world. The Soviets are completely sure that they will win the world by education. I think they will unless we do much more than we are doing currently to support education.

No modest change is enough; nothing short of a real breakthrough in education is adequate. We must have a veritable intellectual revolution which will bring about proper recognition of the teacher and the scholar and their elevation to the positions of prestige in our society which they deserve. To be sure, the Gallup Poll two years ago revealed the fact that our people by and large regard the teacher as the most important citizen in our society. They even placed him by substantial numbers above the doctor and the preacher. But these are empty statistics—lip service only! We really measure a man primarily on the basis of his accumulation of material possessions.

If, centuries hence, historians are speculating about the reasons for the demise of American civilization in the middle and later part of the twentieth century, they will find the answer in our parsimonious attitude toward the support of education.

According to the Council for Financial Aid to Education, the average teacher in the United States is currently earning seventy per cent in real income of what he earned in 1940. The average factory worker is earning one hundred and fifty per cent of what he earned in 1940. More power to the factory worker! I am only suggesting that comparable recognition must be given to the teacher.

The goals we must reach in education will demand very real sacrifices—the kind that recognizes the necessity of putting education for our children before personal luxury. In the next few years we must double the number of teachers and provide equitable salaries for them. We must spend at least four times as much as we are now spending on education. To suggest that we cannot afford to do so is utter nonsense. As you know, I have made several visits to Antarctica, the land of the Emperor penguin. The Emperor penguin is a huge bird which stands three feet high and may weigh as much or even more than one hundred pounds. This penguin has the strange habit of waiting until the middle of winter—the coldest, the darkest time of the year—for the incubating season. It then goes out on to the sea ice with no protection, where the eggs are laid and then held upon its feet and covered by a feathered flap of skin on the lower part of the abdomen. The Emperor penguin is oblivious to the blizzards and the temperatures down to eighty degrees or more below zero. He is oblivious to all of this because his body is wrapped in a heavy blanket of fat which completely protects him. We Americans are like the Emperor penguin. We have wrapped ourselves in a layer of luxury

which has made us oblivious to the storms raging about us. In this layer of luxury are abundant resources to finance adequately all of our educational needs.

But just spending more money is not enough. We must spend it more wisely. We need a more realistic interpretation of the assumptions underlying our whole educational system. We need a reappraisal from the kindergarten through college.

Jefferson said, "If a nation expects to be ignorant and free, it expects what never was and never will be." This has been our guiding light, and I believe it was not just in making education open to all but in some sense compulsory that the destiny of our free republic was set.

But in our interpretation of this philosophy we have assumed that all of our people were educable to a certain level. Most states require attendance through high school or to certain ages. Thus in our passion to educate everyone we have inevitably lowered standards so that all could be "educated." We have paid too much attention to the mediocre at the expense of the gifted youngsters, from whom our needed scholars and leaders in science and other fields of learning must come.

I believe that democratic education means that every individual should be educated to his full capacity. But our capacities vary. Why should a lad be kept in school until he is seventeen if it can be demonstrated that he has reached his capacity at seven?

Certainly democratic education does not mean that everyone should go to college. Indeed, it means that a good many people who are now in college should probably not be there. It means that we should discriminate earlier between children who have aptitudes for academic achievements and those who should continue in vocational or general education, and then be realistic about it.

I do not mean to criticize any particular segment of education. We must do a better job at all levels than we have ever done before. Of course, we must take care of the slow learners. Of course, we must take care of the handicapped. But we must do a better job of identifying talent early and encouraging it. Here in the United States, of the top twenty per cent of our high-school population in academic ability only about one-fourth finish college, and for every American student who enters college there is another of equal ability who does not enter. Such wastage of potential resources would be unthinkable in

Soviet Russia. There the student is not merely permitted to develop his talent to the full—he is virtually forced to do so if his talents are of the sort valued by the state. I am not suggesting that we should ape the Soviet system, which stole its educational ideas from us. To do so would be to insure our own defeat. In too many areas we have let our policies toward Russia be a reflection of their own attitude toward us. We shall succeed only by instilling new life, passion, and dedication into our own system.

The very lopsidedness of Soviet education may eventually be its undoing. It is designed only to serve the technical and political needs of the state. It is not concerned with the development of the individual. It lacks freedom of inquiry as we understand it. Liberal education is nonexistent in Soviet Russia. With its immense University of Moscow, its other universities and its *tekhnikums* it has not one single Carleton College!

That great prophet of our republic, de Tocqueville, said in 1830 that the crucial test for American democracy would be in the development of the superior individual. I do not believe it is possible to over-emphasize the importance of this point of view. Nowhere have we failed more largely in education than we have here. We do not need to be afraid of quality. Our country has never suffered from an excess of it nor has the world as a whole. On the contrary, civilizations have wasted away because of its absence and because of a surplus of mediocrity.

Somehow we have got to realize that our most important resources are not our fabulous productive capacity, not our oil, not our mines, but our intellectual resources. No resources would have meaning except for education. New ideas are necessary to new developments. Such new ideas come from the trained and educated mind. The supreme challenge confronting us is whether we can be awakened to the true importance of intellectual achievement.

Meanwhile, we must keep ever before us the fact that the shortage of scientists and engineers has not been overstated. William Benton, former senator from Connecticut and a member of our Board of Trustees, after a visit to Russia in 1955 pointed out that we then had about six hundred thousand living graduates in the engineering field, and so did the U.S.S.R. However, if present trends continue, the U.S.S.R. will graduate four hundred and twenty thousand engineers for the period of 1956-1960 as against our one hundred and fifty

thousand. As for scientific fields as a whole, only one-fifth of our college graduates are trained in these fields as against two-thirds in the U.S.S.R. But even more important than the need for more scientists and engineers is the need for better ones. Few Americans realize that our record in pure science is a modest one. In technology it has been brilliant, but in the area of basic theoretical research, which furnishes the reservoir from which all technological achievement must come, we have not done our share. Dr. James B. Conant, former president of Harvard University and first chairman of the National Science Board, observed in his first annual report: "By and large the United States has not yet produced its share of scientific pioneers as compared to Europe. In the advance of science and its application to many practical problems there is no substitute for first-class men. Ten second-rate scientists or engineers cannot do the work of one who is in the first rank."

We are in the beginning of the age of atomic power. The basic theoretical scientific discoveries that have led to this revolutionary achievement have been made by European scientists. I know from my own experience as Director of the United States Antarctic Program for the International Geophysical Year how real the shortage of scientists in certain fields is. In spite of the lure of high adventure and the extraordinary opportunities for research, we have not been able to secure the number and the quality of trained scientists we would like to have for our International Geophysical Year Program in Antarctica.

There is great danger in supposing that our needs can be cured by crash programs. There is great danger of excesses. Certainly I have made it clear that we do need more and better scientists and engineers; but I want to be equally emphatic in saying that it would be disastrous to raise the level of science education without raising the level of all education. We should then succumb to the lopsidedness which characterizes Soviet education. Certainly, it is apparent that we need better trained minds in statecraft just as well as we do in science and engineering. Einstein is said to have observed that politics is more difficult than physics and that the world was in greater danger from bad politics than from bad science.

With the tremendous emphasis on science, there is great danger that the chasm separating it from the other disciplines of learning may widen. This would be a great misfortune to all learning. Fundamen-

tally science is no different from the other areas of learning, and its separation from the rest is a modern phenomenon that has not characterized the intellectual history of Western man. There is no inevitable warfare between science and the so-called humanities except when the latter are based upon science which is dead. Anything of human interest may become humanistic. Today the growing edges of new knowledge are in science. Here are to be found the raw materials for the developing humanistic tradition of the mid-twentieth century.

The liberal tradition to which we subscribe at Carleton College assumes a kind of unity of life. It is not an automatic unity, however; it is one that we must achieve for ourselves. We must drop the assumption that there is a necessary division between science and other areas of learning. There need be no conflict. Science and the other humanities are parts of a larger whole. Science deals with man as he is and the other humanities with man as he ought to be.

My great fear is that the lessons of Sputnik have not gone deep enough and will be forgotten too soon. No one questions the fact that we must continue to be militarily strong. No one doubts but that our survival demands greatly increased expenditures for defense. The Gaither Report, the Rockefeller Brothers Report, and the Johns Hopkins Report are all agreed on this fact and on the conviction that we are in the midst of the greatest crisis our nation has ever faced. Indeed, the crisis that faces all mankind is incomparably more dangerous than anything that has gone before.

But somehow I do not believe the greatest threat to our future is from bombs or guided missiles. I don't think our civilization will die that way. I think it will die when we no longer care—when the spiritual forces that make us wish to be right and noble die in the hearts of men. Arnold Toynbee has pointed out that nineteen of twenty-one notable civilizations have died from within and not by conquest from without. There were no bands playing and no flags waving when these civilizations decayed; it happened slowly, in the quiet and the dark when no one was aware.

Having said all of this, I believe that our problem lies deeper than education. Great as that problem is, I think we could outdo the Russians in education and in military might and still we might fail. Do you remember, a great teacher once said, "What shall it profit a man if he gain the whole world and lose his soul?"

I believe that fundamentally there is only one thing can save us

and that is a reorientation in our sense of values. I believe our weakness lies in the nature of the things we strive for. A former president of the United States once said that we should have "a chicken in every pot and two cars in every garage." Surely this is too low an aim for a people whose birthright is freedom. It reminds me of the familiar advertising slogan "Save the surface and you save all." We have confused ends with means; we have confused the outward symbol with the inner reality. The world believes that the things by which we live are measured in terms of bathtubs, radios, TV's, and automobiles. Perhaps most of us believe the same thing, though our lip service says something else.

I believe that a free society will survive only on ideals that are always beyond human attainment—ideals which bear only an imperfect relation to the world in which we live or to the world we may ever expect to know. It is the function of liberal education to introduce the student to himself and to this kind of world, for liberal education is concerned with man's chief purpose, which is the creation and preservation of values. This is what gives meaning to our civilization and ultimate significance to the individual human life. This means that education must be both moral and intellectual; it means that the educated person cannot live detached from the moral issues being decided in his day. It is not easy to teach moral values in the society where the highest value is not honesty but success; yet this is the task that confronts us.

The less one thinks about this fantastic world in which we live, the better for one's peace of mind. However, peace of mind as an end in itself is the most deceptive of all human illusions. We could, of course, go right on spending four times as much for alcohol and tobacco as we do for education and fail to recognize the importance of our intellectual resources. Suppose we did that—what would happen? The tragic thing is that nothing would happen immediately. Nothing would happen in time to enable us to save ourselves. So far as I know, there is no record of any Roman recording the fact that his city and its empire were decaying. If any Roman recognized it, I suspect it was Julius Caesar and perhaps that is one reason why he became an emperor.

But it is our duty, it is our necessity, to think about the things I have been discussing. I hope the situation frightens you. If it frightens us enough, then perhaps we shall do something about it.

Certainly one lesson above all else stands out in history, and that is that means do determine ends. Noble ends cannot be achieved by ignoble means. Whether we are searching for a cure for cancer or a cure for Communism, there is only one way to salvation and that is the way of truth.

We are spiritually free to do as we please. All of us as individuals and as a people have long-term credits. In other words, we have all the rope we need. Eventually, however, our credit runs out and suddenly we are at the end of it. Dismal as it may sound, we may be nearer the end of our rope than we realize. The day of reckoning may be nearer than we think. We may have shelved ultimate values too long.

What do I mean by ultimate values? Do you have any real notion of precisely what we as Americans believe? I think that what we believe is vastly more important than submarines or satellites or missiles. I believe that all the power in man that leads to lasting effort comes from his belief and that we as individuals and as a people grow strong only from believing.

There is no doubt in anyone's mind what the Communists believe. It has been clearly stated by Marx. There was never any doubt as to what Hitler meant; it was clearly stated in *Mein Kampf*.

How many of us have any real, concrete idea of what we believe—what the basic assumptions are underlying our civilization? We know in a vague kind of way that we live still in the afterglow of the Magna Charta, the Declaration of Independence, and the Bill of Rights.

We need to make our beliefs as specific as possible so we may understand them better and so that the world can understand us better. There is an old story of an Oriental potentate who called his servant and ordered him to bring some fruit. The servant brought bananas. The potentate was annoyed and said, "I do not want bananas; I want fruit." The servant brought pineapple and one fruit after another, all of which were declined by the potentate with the declaration that he didn't want peaches or pineapples but fruit.

His demand was impossible to satisfy. There is no such thing as fruit in general. It is specific. There is no such thing as truth in general. It is specific. We must strive to be more articulate about our beliefs. We must stop gagging at the word "spiritual." Our task is to rediscover and reassert our faith in the spiritual, nonutilitarian values

on which American life has really rested from its beginning.

Admitting the magnitude and the seriousness of the crisis of our time, we are then confronted as never before with the question as to whether we have a reasonable right to believe there is a future for Carleton College and institutions like it—whether there is a future for the boys and girls who hope to be educated at Carleton and similar institutions. I think no thoughtful person could make the dogmatic statement that man will survive, but we surely do have a right to believe that he can survive. Such a statement implies a kind of act of faith, not in science or technology or things material, but in man himself—in a belief in his sense of justice and the preponderance of the creative and co-operative impulses over the competitive and the destructive.

Man is entering a new dimension of space that will make added demands upon his inner resources. If he is to survive, he must learn to match this new dimension of space with corresponding developments in wisdom and character.

## Paper or Blood\*

EUGENE S. WILSON

WHEN I sat down at my typewriter to prepare this paper, my thoughts went back, way back, to my college course in public speaking and to my teacher who said again and again, "The audience controls the remarks of the speaker." As I pondered the import of this statement, my mind reviewed some of the speeches I have heard from educators during the past year, and I found myself blurting out loudly, "The hell it does." If audiences had any real control, some speakers would never speak again and others would be forced to say in five minutes what they say in fifty.

But I am twisting the meaning of my teacher's admonition. The language and content of any sensitive speaker's remarks are controlled by his audience. Since I am a sensitive speaker, I decided to begin my preparation for this talk by studying the occupational classifications of this organization and the control they might have on these remarks.

I checked the titles of those who attended last year's meeting and I discovered that there were only nine occupational classifications represented. You can see what a well-knit organization this is when you consider the fact that there are more than 180 different titles used in academic administrations. At last year's meeting, there were 30 Directors of Admission, 66 Registrars, 4 Recorders, 5 Deans (assorted varieties), 1 Vice President, 1 Director of Central Records (which title suggests a Director of Peripheral Records), 1 Director of Student Personnel, and 1 President.

This latter classification puzzled me. Was this Prexy just tired of the home battlefield? Was he carrying on a clandestine romance with his registrar? Was he looking for a new Director of Admission? Or did he have a daughter at some neighboring institution? I wonder if he is here again tonight. Or maybe he was a she.

The next item that perplexed me was the difference between a registrar and a recorder. I looked up both in the dictionary. The recorder was the most interesting. A recorder can be "a soft-toned flute with a plug in the mouthpiece, played in a vertical position." From this it was easy to get to a Director of Admission, "a loud-toned flute

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\* An address given at the Eleventh Annual Meeting of the New England Association of Collegiate Registrars and Admissions Officers, November 13, 1958, Northampton, Massachusetts.

with no plug in the mouthpiece, played in a sitting position." I leave to your imaginations the definition of a Dean, a Vice President, and a President.

The prelude to my remarks on the topic *Paper or Blood* is this story about a new first grade teacher who arrived at her first meeting with her new class one minute late. It seems she had been detained by the principal, who had a final admonition to give her. As our new teacher crossed the threshold of her new classroom to face her children, she noticed a small puddle inside the classroom door. She tried to mask her embarrassment as she walked toward her desk and reviewed in her mind the things she had learned about the art of discipline in her last educational course in controlling students. She remembered that discipline must be therapeutic and not punitive, and so as she faced the class with composure she said, "Citizens of grade one, one of the great opportunities we have in this country is that of protecting private property. I was a little surprised to find a puddle inside the door of our classroom when I entered the room. Now I am not going to ask who did this. I am not going to punish anyone. You needn't be afraid."

"I suggest that we all go to the back of the room and face the wall and close our eyes and then the little boy or girl who forgot himself for a moment can go forward and clean up our room and then come back and join us. When this has been done, we will inspect our new property again."

No one had any objection to this procedure, so the teacher led the march to the back of the room. The little arms flew up against the wall, heads rested against the arms and eyes were closed. There was a patter of feet forward, then silence, and a patter of feet back. The teacher gave a few extra seconds for additional composure and then said to her class, "Now boys and girls of grade one, let's go forward and inspect our property."

They all charged forward behind the teacher only to find that instead of one puddle, there were now two, and right between the two puddles was a note saying, "The Falcon strikes again."

The moral of this little story and the moral of this paper is that the child who stands before you is only rarely the child in the textbook; the student you see on paper is rarely the flesh and blood animal who roams your campus.

Let us examine for a moment the paper students who come to our campus, some to remain only a short while, others to complete more

or less satisfactorily our academic programs.

For our purposes, the paper student is born when an Admission Committee stamps "accepted" on a manila folder. From papers in the folder we know a little bit about our new student; such things as sex, age, height, weight, parents' names (but not the mother's maiden name), address, schools attended, rank in class, College Board Scores, etc., etc. We know from the school reports, the interview reports, and the letters of recommendation, that our paper student has evidenced good character at least while in the presence of his recommenders. We do not know how well his fine character will survive the temptations that will come to him under the rather complete freedom of a college campus. We hope for the best.

We have asked him a lot of silly questions about why he wants to come to college, why he likes our college, which books he has most enjoyed in the past year, and what force in his life has been most influential in shaping his goals. The questions are silly because we don't know whether the answers were written by the student, by his mother, by his English teacher, or by his father's secretary, who, you know, is a Radcliffe graduate.

We do know that he got an A in senior English, but we don't know whether he is related to the teacher or the principal, whether he copied his big paper from his older sister's masterpiece, whether he cheated on the final exam. We don't even know whether he had to write anything during the year, whether he read any great books, or whether the English 12 course was actually in the dynamics of television announcing. Again we hope for the best.

We know our paper man won his letter in varsity football, but was he a star halfback or the manager? We don't know unless our coach told us, and he probably did. And our paper girl (for the benefit of you who represent institutions for girls and co-eds) who was president of the student council: was she a pawn in the hands of a dictatorial principal or headmistress, or the only girl in the class who had a convertible? Do you know?

When our paper student moves to the registrar's office, nothing changes as the master card is completed. Once in a while, an experienced registrar may be able to pick out a football player from the courses selected; but the guess may be incorrect, for the student could be the nephew of the college's most generous benefactor. This

couldn't happen at any of the institutions represented here, of course, but we have all heard rumors about such placements occurring at certain institutions in other parts of the country.

Once all the little paper students have arrived on campus, they are formed into a paper class. This class, so the report says, comes from 40 states, 290 different schools, and has a College Entrance Examination Board Verbal Aptitude average of 546 and a Mathematical average of 567. Nineteen paper valedictorians will be in the class, and since there were only 15 last year, the Admission Officer and the college can point with great pride to the real progress recorded by this new class.

The statistics on the new paper class excite everyone until the first written work is presented to the faculty. Then there will be murmurings about the poverty of imagination in the class, the brutal disregard of all formal rules of grammar and spelling. The coaches at the same time will begin to ask where these panty-waisted youths ever won a letter in football. And the alumni at homecoming time will be heard to remark all too loudly about the complete lack of character and personality in today's undergraduates. Why can't we get some "real men" in this college, men like those in my class? What is this world coming to?

We don't know what the world is coming to, but we are coming to the flesh and blood student, the individual who stands behind the symbols which are tucked away in our folders and spread on our record cards. This is the student we forget as we shuffle his papers. It is the flesh and blood student, not the paper student, who will record the progress and success of our institutions.

Tonight I want to propose two programs, one for admission officers and one for registrars (or recorders or whatever you are called), programs which are designed to remind you and your colleagues on the administration and in the faculty that our students are flesh and blood.

#### PROGRAM A FOR ADMISSION OFFICERS

Once the admission committee has acted and the letters of acceptance and rejection have been dropped into the mail box, it is natural for the admission officer to feel that his work for the year is completed except, perhaps, for a statistical report on the new class. Our master of human assessment is now free to get a little rest before starting on the next class.

I am not suggesting that the vacation for admission officers be shortened by one day, nor that he take his work with him on vacation. He has earned his rest by reading folders and dictating at night, by bumping around the country in all kinds of vehicles, visiting schools by day and speaking to alumni and P.T.A. groups by night. And if he hasn't slept on a bench in a fogbound airport at least one night, he probably hasn't journeyed enough.

But when the days of rest and relaxation have ended, the admission officer should play some leading role in the introduction of the new class as individuals to the college. No one on the campus knows the individual members of the new class as well as the admission officer and his knowledge and experience can be used in these six ways:

1. The admission officer should be a member of the Orientation Committee. To this Committee, the admission officer takes his knowledge of his class and the individuals in it, and from this Committee the admission officer will gain a better understanding of the problems faced by the new students. Most of our student failures today come not from an inability to handle our academic program, but from an inability to cope with the forces which a student encounters in a new, a different, and a completely free environment. It seems to me that it is the task of the admission officer to try to analyze the forces in this new community and their impact on different student types. The Orientation Committee offers an important check point for the admission officer.

2. The admission officer should give a special report to the Dean of Freshmen on any unusual problems which may arise in regard to new freshmen. The son of an alumnus, for example, whose credentials are marginal, should be watched carefully the first few weeks. This star halfback should never go near a mathematics book. This girl was going steady for four years with a boy who is now six hundred miles away: will she be able to bear this separation? I know that college is not a nursery school and I am not suggesting that you all go back and cluck like mother hens over the new class, but success and failure in freshman year often hinge on such little things, things that are missed if you have a program which considers only the paper student.

3. The admission officer should study carefully the results at the end of the first marking period and at the end of each semester. He should do this for two reasons: (a) so he can add his new analysis of

students' problems to the information in the hands of the Dean of Freshmen; and (b) so he can study his failures in assessment and hopefully add to his knowledge of human assessment. This suggestion demands good human relations with the Dean of Freshmen, who may be the kind of character who doesn't want help from anyone. In this case, you can ask to examine the records, not for the benefit of the Dean and his students, but for your own education.

4. The admission officer has a responsibility to see that his special knowledge of incoming students is relayed to the faculty advisers, the dormitory advisers, and other personalities involved with freshmen. There are times when teachers should be advised of certain problems they may have with certain freshmen. I hardly need tell you that this is risky business. For some teachers don't want anyone to tell them anything; but I assume that you have been on your campus long enough to know how much you can play with dynamite without having the charge explode. If you are a new admission officer, then I suggest you turn every new corner as if you had just seen a sign flash: Danger . . . Explosives!

5. It is a task of the admission officer to work for the elimination of rigid requirements for admission and course selection, requirements which bar able students with irregular backgrounds of academic achievement. These requirements were set up to serve paper students, not the flesh and blood students we seek. I speak of the requirements for admission of X number of units, four years of work in secondary school, of a secondary school diploma, three years of a language, etc., etc. Every time your admission committee establishes a rigid requirement for admission, it shuts off the possibility of considering some gifted individual who presents an unusual or irregular academic background.

The flesh and blood student is also handicapped by requirements like this one: that a student with two years of language must take a second-year course in college. Language training differs more than the training offered by any other subject. Two years of Spanish in one school can equal one year in college, but two years of Spanish in another school can equal three weeks of college Spanish. Did you know, for instance, that in the states of California and Washington a teacher may be assigned to teach Spanish who has never studied the language? Admission officers should encourage their committees to

select students for their potential rather than the paper pattern of their courses, and academic advisers should be free to place students where their past experience dictates rather than where the paper requirements dictate.

Once a student has satisfied an admission committee that he is qualified for admission it is the responsibility of the college to take that student from where he is in his intellectual development to the next level.

6. Admission officers should accept all opportunities to meet undergraduates and to serve on committees with them. Earlier we suggested a review of academic achievement at the end of each semester—but this involves only the paper student. The flesh and blood student will come alive in the mind of the admission officer only through face-to-face meetings on the campus.

#### PROGRAM B FOR REGISTRARS

The label registrar covers a multitude of activities, as you well know, but I am going to assume for the purpose of this paper that your main task is to keep the academic records of all students. If you have picked up, like a velvet dress in a dust filled room, a lot of extra things, then I only hope that you are paid for these extras.

Because the students come to the registrar as paper guys and dolls and often remain as such during their stay in college, no one is more apt to forget the flesh and blood student than the registrar. As an antidote to overinvolvement with the paper student, I make these five suggestions:

1. That registrars accept every opportunity afforded to mix with students. In large institutions, this will not be easy, but ways can be found. If few opportunities come naturally to meet students, then why not invite a few students to Sunday dinner or for dessert and coffee to be served after the students' dinner hour? I have never found students who could not down the gookiest of desserts even after a full meal. Such meetings, when coupled with a before-and-after study of the student's academic record, will do much to replace the paper student with the flesh and blood original.

2. The student's record card should carry on it a predicted average for either freshman year or for the four years. The prediction may be made originally by the registrar or by some other member of the

administration and it should be made before the student enters college. This predicted average is an index of a student's health. Here is the way the index works.

Student X has a predicted average of 80 and at the first marking period has an actual average of 80 or something higher. No problem is apparent. Student Y has a predicted average of 85, but turns up with a 72. Something is wrong, maybe in the prediction, but more than likely in the student. An investigation is called for and in most institutions it will not be made because the student is failing no course.

Unless your institution is different from most, only those students whose work is unsatisfactory are called to account by the dean. Students who pass courses but are underachievers often have serious problems, problems that go unrecognized because our systems notice only failures and because students are reluctant to admit they need help from anyone. If your organization is the kind that keeps registrars out of student counseling, then it seems to me that you have a responsibility to alert the proper administrative officers that a problem may exist with underachievers.

At the end of freshman year or even at the end of the first semester, you should adjust upward all predictions that are below actual performance. You make a new target or prediction for overachievers. Then you can quickly spot the early faders and those who, though they start with satisfactory work, lose interest or enter upon a sophomore slump or some other slump.

As you can see the predicted average is like the tilt sign on a pin ball machine. When the tilt sign lights up, something is not on the level. As keepers of the records you are the first to see the tilt sign light up. If you are interested in more than the paper man, you will arrange for an investigation by the proper party. As a reverse here, you might want to send a note of congratulation to those students who do better than expected, or those who improve. How often we neglect to say anything complimentary or congratulatory to the student who evidences real growth and progress!

3. During the past few years I have had the privilege of counseling some students who have been dropped by other institutions. In the course of my interview with the "bad student," I have asked what each institution did about the terminal interview, that final meeting with the dean or president. In most cases, there was no therapeutic

twist to the final meeting between the dean and the about-to-be-rusticated student.

It seems to me that colleges have an opportunity to make the "parting shot" a helpful one for the student and his heavy-hearted parents. Most suspensions and expulsions are educational in the long run and the wise disciplinary officer will make this point to the student and his parents before departure. It is not easy, but it can be done.

Perhaps it is not the registrar's job to check on deans, but you might investigate the policy in operation at your institution in regard to the separation of the students. Do you have a terminal interview, one that attempts to give students perspective and counsels them on the roads which lie ahead? If not, is there a chance that someone might respond favorably to the establishment of such a practice? If no one cares for the job, is it one you can handle? Think it over. It is one additional way of putting blood and flesh in place of paper.

4. Can you, working with your deans, devise a plan that will give parents more than a paper-man view of their sons? Parents are flesh and blood too, and entitled to something more than a card or a slip of paper with letters or numbers on it. This is a tough problem which we have not been able to solve, but a problem which this organization should tackle again. I know the problem and possible solutions have been discussed in the past, but each year we ought to come closer to the answer.

5. The final suggestion is, I suspect, old hat to you, namely that you remind yourself often of the barometer-like function you have on a campus. You are the first to see the figures that reveal the trends in student interest. Is there a swing toward science, medicine, or psychology? Is the college prepared to meet this swing in student interest? Is the swing temporary or permanent? Have you sufficient candidates so that the admission office can control by selection the proper distribution of students? By proper, I mean according to the equipment and personnel of your college.

Because so many of our young boys today are interested in science and mathematics, some of you registrars in liberal arts colleges could wake up some morning to find yourself suddenly swamped with would-be doctors, physicists, chemists, or mathematicians. As more and more candidates rush toward our doors, selection on the basis of manifested interest is going to occupy an essential role in admission

work. It is you, the registrar, who will perhaps first note the rising interest in mathematics and sciences. It is up to you, the registrar, to flash the caution signal.

Registrars, more than anyone else, from a study of marks as they flow across your desks can discover the marking tendencies of departments, of the faculty as a group or even of individual teachers. Do you registrars or someone else meet with new teachers to give them an idea of the mental ability of your students and the marking habits of the faculty? Are you in a position to talk to that new member of the faculty who marks too hard, or what is worse still, too generously? If you aren't the one to talk to the new teachers, can you alert the proper party?

If you serve the faculty properly you will find more and more teachers dropping in for a call, just to see what the barometer reads. You will have an opportunity to remind your colleagues of the flesh and blood that lies behind the letter grades.

One final reminder to registrars. You can be the hub of the college wheel, or at least the administrative wheel. A college president's life expectancy in his job is, so they say, three and one-half years. A dean lasts a bit longer, but not much; and an admission officer jumps off the hot seat so fast that no expectancy tables have been made for this occupation. Registrars, on the other hand, just go rolling along doing a steady, honest job. Registrars should be the teachers of the new administrators. It is your knowledge and experience that should keep the academic ship on an even keel no matter how often the executive officers jump off the bridge or transfer to larger, faster, more exciting vessels. Are you prepared to instruct changing administrators?

And now when you admission officers and registrars return to your desks, I hope that you will pause as you look at the paper boys and girls who pass before you, that you will ask yourself a few questions about the flesh and blood that are symbolized by all the paper records, that you will take some time out during the year to talk quietly with a few of the real students who surround you, and that you will strive to replace as often as possible, the paper with blood and flesh.

By so doing, you may find the paper students becoming more interesting than ever before as they come to life; and you may also discover, to your surprise and pleasure, that you, as a flesh and blood administrator, have something worthwhile to give the flesh and blood student.

## United We Stand, Divided We Fall

BEN W. GIBSON, JR.

**S**ELECTIVITY in college admissions is enjoying a hearty development in the South, and some of the immediate side-effects are very interesting. The glittering possibilities of the next decade have put a buoyancy in the routine of admission offices. Those little pouches of censure and disapproval at the corners of deans' mouths are quivering at the prospect of breaking into dimples of delight. Professors are thinking—at least more often than usual—of revising their lectures, "up-grading" them, if coffee cup talk is reliable. Perhaps this optimism is catching and there is a taint of truth to the rumors going around about registrars. It's said that they are looking, with their customary crusty conservatism, of course, to the day when they'll have academic records worth keeping.

Somehow selective admissions is supposed to increase the measure of happiness of everyone connected with higher education. There's a rub in it all, though, for that uniquely integrated creature, that bi-functional official known as Registrar and Director of Admissions. Psychiatrists all over the land are going to have to come up with a new diagnosis to fit the symptoms of this man who enjoyed the peaks of pride as director of admissions only to fall to the depths of despair as registrar. For this riven soul there is comfort, though. All he has to do is seek the nearest high school counseling office. He'll find there a person already well adjusted to the strains of selective admissions.

The consequences to high schools of the emerging circumstance of selective admissions are rather blunt. Counselors, already struggling with a profusion of inherent problems, now glimpse a development that hits every one of the old, persistent problems a complicating blow. Sometimes the very complexity of a problem makes us look for solutions in simplicity. It is plain that the only way to manage the flourishing reality of selective admissions is for colleges and high schools to join hands. This means a longer reach towards each other. Though the initiative for this development is collegiate, the response to it must be sustained by secondary schools. The best interests of their students will demand it. In fact, this situation suggests a text: "United we stand, divided we fall."

For the past few years the mere threat of selective admissions has

had a humbling effect upon colleges and high schools. It has just about silenced the "jeer leaders," those experts in secondary and in higher education who could speak of the other's unfinished work with such eloquent irresponsibility. In fact, it has been three years since a college man has jumped me about the sorry high school product he was having to try to teach. In this instance the complainant, when he was a high school teacher, was just one of the fellows, doing his best, laboring under no delusions. But since he has become a college professor, a status brought about by the fact that he could opportunely retire from high school on a pension at a time of severe shortage of college professors, he has enjoyed quite an increase in stature: double-heeled shoes, padded shoulders, and high-crowned, Texas-style hat.

When humility settles on most parties, understanding has a good chance of success. However, before there can be understanding, there must be active and constant communication. How well high school counselors will be able to fulfill the delicate task of interpreting changing and relatively selective admission policies to students and parents will depend upon their knowledge of these policies.

It is unfortunate that a smattering of information regarding changing and intensifying policies in this realm frequently makes guidance in this field for counselors at best a calculated risk and at worst counseling *in vacuo*. In many instances about the only information available to counselors is whatever inkling of policy can be gained from an appraisal of students accepted by a given college from one's school. This enterprise often reveals a double standard of admission: one the college is alleged to have and the actual practice, before one's eyes, of the acceptance of a strange assortment of students, some of whom did not have the recommendation of school authorities. Counterintelligence, if indulged in by counselors, should be a pastime, not a necessity.

Since colleges control admissions, the initiative for establishing and for maintaining communication about changing policies must be the responsibility of colleges. Fortunately there are present and convenient many means for accomplishing this obligation to the advantage of colleges as well as of schools.

A college catalogue is one of the finest means for informing everyone regarding admissions and everything that matriculating in a college entails. For this publication necessity creates its largest audience —high school officials and students—and annually replenishes it. Some deft, simple revisions could give this medium the power of

communicating that its subject, its cost, and its audience deserve.

My job has caused me to study scores of college catalogues. Most cause an image to take shape in my imagination: that of a hoary old man muttering in his beard over past glories. There are very few colleges today that are not going concerns with a keen awareness of the present and with realistic plans for the future. The image suggested by a reading of catalogues would be more fitting with regard to actualities if it were that of a young person sentient of the problems of the present and of the chance for a manageable future inherent in studied, hard decisions.

When a high school student looks to a counselor for guidance about going to college, the counselor inevitably directs him to college catalogues. Knowing his student pretty well, he directs him to investigate the catalogues of certain colleges.

Many college catalogues teach the student a new use for his index finger. He soon returns to the counselor, baffled, with his finger tucked in the catalogue at the source of his dismay—admission requirements.

From a bright catalogue chosen at random—oh well, maybe its bright cover influenced me! The first statement would lead any literate person to conclude that any high school graduate could enter this college. The second statement indicates that any student with sixteen units may enter. The next statement indicates that anyone with a certain combination of fifteen units can enter. The fourth statement indicates that a waiver is possible for any one or more of the prescribed units. The fifth statement, in bold type by the way, and therefore apparently designed to impress the student, recommends that high school students have the following unit credit: English-4; History-2; Mathematics-3 (Algebra-2, Plane Geometry-1); Science-2; Foreign Language-2.

Small wonder that a literate high school student is baffled . . . and also the high school counselor.

There is no word in this catalogue regarding the temporal aspects of applying for admission, no opening date, no deadline. There is no suggestion about when to write for applications or to whom to write.

Knowing that this college, in spite of the boldface statement, would be glad to admit this student, the counselor solves, with a brief pronouncement, the student's bafflement; and he goes his way marveling at the counselor's wisdom and assurance.

Five minutes later the student is back, finger tucked in the cata-

logue, a frown of bewilderment on his face. To save his life he can't discover how much it's going to cost him to go to this college. Pages 38 and 39 have the cost of room and board. Pages 81, 82, and 83 discuss a multitude of fees, lab fees, health fees, breakage deposits, military uniforms, and then a statement that a student may attend for a minimum of \$750.00 and a maximum of \$850.00 a year.

Now a high school student may be unaware of many things, but the facts of inflation are not among them. After all he's dating. Also the penciled remark of the counselor in the margin of the catalogue, cross-referencing a bulletin put out by this college, indicates that the total quoted in the latter publication is more realistic: a minimum of \$950.00. The counselor, being a truthful person, tells the student that the recent graduates of his high school who have attended this college report that close living will get one by on \$1100.00.

The student goes his way. But the counselor knows that he will soon pop back in. Just give the student time to get over to the courses of study, that wilderness of description noted for its brevity and its meaninglessness.

## II

Now why shouldn't a college catalogue tell about an interesting place intelligently? Why shouldn't it be permitted to communicate? It can if it will be freed to talk, as any one of you would do, to its primary audience, high school students.

Five years ago one college decided to revise its catalogue in order to tell its story to high school students. The first order of business was to take the extensive and formidable section devoted to trustees, boards, committees, and faculty from the front of the catalogue and give it a station of climax, the back of the book, with all names printed in small but distinguished type.

Freed to launch into its mission of communicating, the catalogue simply "talks" in intimate and interesting detail about the six basic questions that high school students have with reference to any college:

1. Should I come to your college?
2. How do I get in?
3. How much will it cost me?
4. What do I do at your college?
5. What will I be able to do with myself after I get out of your college?
6. What kind of financial aid program do you have?

At least a third of the space available in this catalogue is blank, but it is not unused. It exerts a subtle power. It lets the text invite your eye. The physical act of reading becomes a pleasure, and the intellectual act of assimilating information is rewarding. The pictures, even those no bigger than the end of your thumb, have esthetic appeal as well as informative value. It is impossible to read this catalogue and not imagine yourself there; not to become aware of the high standards of the institution, its fascinating nature; not to wonder deeply: Is this really the place for me?

To this last question, really the fundamental question, a catalogue ought to offer a student conclusive information contributing to the formulation of a decision.

The colleges which furnish high schools with a description of their freshman classes have made a long reach in their own interests and in an effort to enable counselors to interpret their admission policies. Such a description, statistically presented, is a mirror of admission policy.

One description came to me last Friday from a small college surrounded by large, attractive institutions with ample scholarship programs and extraordinarily high admission standards. This description reveals that: 1688 high school students applied for approximately 350 openings in the freshman class of 1957; 671 were accepted; 173 boys enrolled; 167 girls enrolled; 25 states are represented; 198 high schools are represented, with four times as many students from public schools as from independent schools.

The two most significant tables for counselors reveal how rank-in-class and College Board scores affected admission policy.

**Rank-in-class:**

First Quintile		69.0%
Top 10%	44%	
Second 10%	25%	
Second Quintile		19.0%
Third Quintile		9.7%
Fourth Quintile		1.5%
Fifth Quintile		0.8%

**Distribution of College Board Scores:**

**SAT VERBAL SAT MATH**

800-750	0.6%	2.0%
749-700	5.0%	9.0%

699-650	15.0%	10.5%
649-600	22.5%	22.0%
599-550	24.0%	20.0%
549-500	17.0%	20.0%
499-450	9.0%	10.0%
449-below	6.9%	6.5%

Although the recommendations of high school authorities are omitted, everyone, I feel sure, is aware that they played a vital part in the decisions of this college's admissions office.

The catalogue of this institution is exceptionally clear regarding each admission requirement, and also states that application for admission may be made as early as eleven months prior to the date of intended entrance but not later than eight months, with the earlier date being preferred. The annual cost of attending this institution is analyzed in detail. Considerable insight is provided into the studies and the life of this college. In fact, the catalogue and the description of the freshman class of this institution provide a fair basis for a student, working with his counselor, to arrive at a sound decision regarding the likelihood of his interests and abilities being satisfied there and also the probability of his being accepted.

### III

With mobility as one of the chief characteristics of our society much reliance must be put in indirect communication such as college catalogues and descriptions of freshman enrollees. However, there is no reason to neglect advantages of various means of direct communication. Several situations of this nature can be developed to the advantage of colleges and high schools.

College Day programs afford one of the finest means for face-to-face communication by the parties most interested in admissions—college admission representatives and high school students. There is no telling how effective this kind of meeting is in informing high school students of college. In Atlanta it is difficult for a student to be unaware of colleges, possibilities for attending, and the significance of colleges to our times. For ten years our College Day programs have been improving; so has our percentage of high school graduates going to college: 30 per cent in 1947, 54 per cent in 1956.

During this decade the determination of the public school administration in Atlanta to offer substantial courses in preparation for college has had an unusual ally—students. Students who have heard not

one but several college representatives explain on College Day for three or four years the necessity and the value of algebra, geometry, Latin, French, history, chemistry, physics, and English settle down, with reservations, of course, to these studies. To hear the facts of life about college from college representatives seems to have an unusual persuasiveness on high school students. If one holds that the idea of going to college is valid, worth while, no stronger presentation of it can be devised than the words of a man or woman fresh from the campus. When it is inconvenient for a college to have a campus figure as a representative, a college does not suffer at the hands of carefully chosen alumni.

Many colleges are discovering that a simple invitation to principals, counselors, and teachers to visit the campus for special occasions promotes face-to-face clarification of admission requirements and policy. Sometimes several colleges, in order to conserve college resources and the time of high school representatives, issue joint invitations. The highlighting of differences in admission requirements and practices, unavoidable by the very nature of the situation, often has been exceptionally rewarding in providing insight for both college and high school representatives into the causes of misunderstanding and confusion regarding admission.

Three colleges, diverse in purpose and in student composition, are considering forming a task force of admission representatives to carry the story of their institutions and their admission policies to counselors all over a certain state. The arrangements are simple: the engagement of good eating and good meeting places in several cities in the state and invitations to high school counselors within a radius of fifty miles of each strategic city.

This mechanism for face-to-face communication has already worked on a larger geographic scale for these three colleges. Now, because the admissions of these three colleges are to be more selective than ever right away, it is essential that all high schools in the state be made aware of these changes. Meetings with small groups of counselors are desired so that all consequences and implications of these altered policies will receive a thorough airing. In this way a large percentage of the high schools contributing students to these colleges will know first hand about developments that critically affect them. These colleges will have to rely upon the printed word to describe and to convey the significance of these developments to counselors inconveniently far away.

No high school principal, counselor, or teacher has ever come away not deeply moved from those college campuses where he has heard admission policies described, the work of each department or school in the college discussed by its head or dean, and then been given the opportunity to sit down with former students of his who are now college freshmen. A rough climax this last, but exceptionally enlightening. There is nothing like a talk with a college freshman, aware that his difficulties are largely due to spurned and wasted opportunities in high school, to make one feel humble and to put one in need to redouble one's efforts in the interest of high school students.

On the subject of college admissions it is recognized that colleges have fairly complete control and that the intensifying competition for places in freshman classes by high school students provides the long-desired opportunity to practice selective admissions. Often, though, some of the prospective students most eagerly wanted on campuses do not have sufficient financial resources. Again a policy in the control of colleges must intervene.

The financial condition of a family is a private matter, something to be revealed in confidence to a college. However, counselors are in a position to observe the results of these private negotiations between families and colleges; and with nothing more than the equating of appearances and habits of families with scholarship awards, the colleges using the College Scholarship Service of the College Board deserve a round of congratulations for a difficult job well done. There has been one outstanding result. Most students who receive more than one offer of scholarship aid are being compelled by the similarity of grants to choose among colleges rather than among stipends.

As policies of selective admissions are worked out by the colleges, only the communication of them to high schools can enable them to have much hope of fulfillment. And since so much for the future depends upon their swift fulfillment, surely the influence of registrars upon the time and the means chosen by their institutions to effect communication with high schools could be considerable. Of course, these efforts will go unsung. But the self-satisfaction of knowing that one's hint in the snack bar or a casual remark at some dull tea or even a scrawled memo helped to establish communication with high schools could be one of those little emotions that warm one forever.

# Independent Study Programs and the Effective Use of College Faculty Resources

DANIEL TANNER

WITH the national trend in higher education pointing toward a doubling of enrollment within the coming fifteen years, it is evident that our existing physical facilities and faculty resources will be made totally inadequate in a very short period of time. Moreover, there is serious doubt as to whether existing facilities and resources of our institutions of higher education can be expanded in time to meet these projected enrollment demands.

Under the sponsorship of the Fund for the Advancement of Education a group of administrators in higher education gathered together in December of 1955 to form the Committee on the Utilization of College Teaching Resources. With the financial support of the Fund for the Advancement of Education, this group was set to work administering a program of grants designed to develop and demonstrate various means of attacking these imposing problems.

Among the several possibilities for accommodating the coming tidal wave of students are proposals for (1) utilizing independent study programs to hold students somewhat more responsible for their own educational pursuits, thereby alleviating some faculty responsibility and pressure; (2) utilizing television and other audio-visual devices on a far greater scale; (3) reducing and eliminating unnecessary duplication and overlapping of curricular offerings; (4) increasing the size of lecture classes; and (5) reducing the nonteaching work load of faculty members through the assistance of nonprofessional aides.

## THE INDEPENDENT STUDY PLAN AS A SOLUTION

Although many variations of independent study programs have been proposed, all of them are designed to eliminate, in part, the practice of "spoon-feeding" our college students en masse by means of a formal array of courses.<sup>1</sup> Many of these courses consist prin-

<sup>1</sup> Clarence Faust, "Rising Enrollments and Effective Use of Faculty Resources," *The Key Reporter*, 22:3, April 1957, 1-5.

cipally of a series of lectures accompanied by assigned readings in prescribed textbooks and syllabi. The student involved in an independent study program, however, would be held responsible to a greater extent for his own education. The independent study plan presumably would bring about a marked reduction in the number of hours of formalized classroom instruction required of the college teacher. This would constitute, in effect, a significant departure from the "course system," which has grown and flourished so well through the years in American colleges and universities.

Nevertheless, such independent study programs are not entirely new to our systems of higher education. Research requirements, theses, special problems, projects, and other independent study plans have long been common at the graduate level of education. Moreover, many of our colleges and universities have developed independent study requirements at the undergraduate level involving programs of honors work, special problems, baccalaureate theses or projects, tutorial plans, comprehensive examinations, and other independent procedures for academic credit. Of course, such independent study programs represent only a minute portion of the undergraduate sequences at most of our institutions of higher education.

What are the promising advantages in shifting somewhat from our currently predominant "course-lecture" system toward an independent study plan in our colleges? It is argued that such a plan has, at least, a twofold advantage, namely the more effective utilization of teaching personnel and, secondly, the improvement of the educational process at the undergraduate level.

This writer agrees that there exists a critical need to examine, evaluate, and experiment with various curricular designs and practices in our schemes of education. Moreover, the potential values of independent study programs appear rather promising at the higher levels of instruction. Indeed, many professors have made a practice of requiring independent investigation on the part of the college student enrolled in typical undergraduate courses. Such college teachers have recognized for some time the value of spurring students on to original work and special studies within the synthesizing framework of given courses.

#### BASIC CONSIDERATIONS

The question arises, however, as to whether the independent study plan, or any of its variations, constitutes an effective means of reduc-

ing the teaching load of faculty personnel. Many experienced college professors will attest to the fact that an effective program of independent investigation on the part of the student necessitates the collating of such study with individual conferences between professor and student. Such conferences serve to catalyze greater depth and breadth in the student's investigations. Through individual interrogation, criticism, and guidance by the professor, new methods, directions, and horizons are opened to the student.

In the final analysis, programs involving independent study in lieu of "packaged" academic courses may be considerably more demanding of the professor's time than is the currently popular lecture-textbook approach. This leads one to suspect that expediency is one of the reasons for our addiction to an imposing array of classroom courses. It is much easier and more economical to handle thirty, forty, fifty, or more students at one time by means of scheduled group sessions throughout a semester than to hold individual conferences with each student who is independently following a separate course of investigation. Consequently, there are many serious doubts as to whether independent study programs can lead to a reduction in the demand for faculty time for instructional purposes. On the contrary, such programs may well lead to even far greater demands on our faculty personnel.

The tutorial guidance and assistance required of the professor through the independent study plan may well result in considerably greater demands on the teacher than the time ordinarily necessary to work with the same number of students in regular class groups. "Honors" programs currently in practice at a number of colleges and universities tend to show that an enormous amount of faculty time consumption is requisite to the success of these plans. Is it reasonable, then, to assume that the "average" college student would require any less guidance and direction than would the "honor" student? If anything, it seems likely that the contrary would be true.

One of the weakest links in programs of undergraduate instruction is the lack of intimate and continuous contact between the individual student and the instructor. Providing students with a minimum of such contact and guidance through an "independent" study program may be rationalized as one means of placing a greater burden of responsibility on the student for his own education. However, this must be a reciprocal responsibility, shared by teacher and learner. Therefore, attempts at reducing faculty work loads through "inde-

pendent" study programs may be frustrating and unfruitful to both professor and student. Such "independent" plans, to work effectively, cannot be truly independent.

#### CONCLUSION

Proposed and existing programs of independent study give promise of instilling in the student a degree of freedom and self-determination which are requisite conditions for the scholar in his realm of exploration and discovery. While independent study programs may have significant educational promise for the average student as well as for the superior one, such programs—if they are to be effective—necessitate frequent and time-consuming conferences between the professor and the student. Independent study is no solution to the problem of utilizing faculty resources more efficiently in view of the impending tidal wave of students which threatens to inundate our colleges and universities during the next fifteen years. Independent study programs may prove valuable as a supplement to the current practices in our institutions of higher learning. Such supplementation may lead us to a significant improvement in the educational experience of the undergraduate student, provided that each professor is allocated more time with the individual student for adequate guidance and direction.

Thus, it may be wishful thinking to assume that independent study programs are a promising means of enabling each professor to accommodate a larger number of students. On the contrary, such programs may prove to be far more demanding of the professor's time and effort than are any of the current group lecture-discussion practices in our college classrooms.

## Why They Left College

*A Study of Voluntary Freshman Withdrawals from  
the College of Liberal Arts at Syracuse University*

CHARLES H. HOLMES

**H**UMAN attrition in our colleges and universities is too high! This is the view of our academic deans and administrators and a fact that has long plagued them. In order that more information might be available to the administration of Syracuse University on this subject, a study was undertaken in the College of Liberal Arts in the fall of 1957. This study concerned itself with non-returning freshmen who had voluntarily withdrawn and why they had withdrawn.

Out of a total entering freshman class of some 1050 into the College of Liberal Arts in the fall of 1956 it was found that 169 had voluntarily withdrawn during or at the end of the freshman year. Why?

A previous study on this entering class of 1956 indicated that a large number had indicated an original preference to go into the field of education. This was pondered and then a full-scale study of *all* voluntary withdrawals was proposed.

Composition statistics showed the fact that of this group of 169, 114 were female and 55 were male, or roughly two to one. Seventy-five responded to the six-page questionnaire forwarded to them, of which 56 were female and 19 were male, giving a 44 per cent return of completed questionnaires.

Who were these students that withdrew? Geographically speaking, 41 per cent of the withdrawing respondents were from the New York City-Long Island area as compared with 30 per cent of the original incoming class—this being diagnosed in light of the large number of colleges available in downstate New York; 30 per cent of the withdrawers were from the county in which the university is located as compared to 20 per cent of the original class from the county—this being interpreted in the light of several local factors; 17 per cent withdrew from out-of-state as compared with 20 per cent who enrolled; and 10 per cent from the eastern and western counties of New York as compared to 29 per cent originally enrolled—this being inter-

preted in light of the fact that there are fewer other schools in these areas, especially in the western counties.

College Boards for this group fell into the median range of 475-525. Verbal College Boards averaged 511 and Mathematical 480. The median grade point average at time of withdrawal fell at 1.44, if this particular figure communicates any particular meaning other than an average group.<sup>1</sup>

In light of the areal distribution, College Board scores, and academic average it was felt that a good sampling of the withdrawing population had been established in relation to the whole student body.

## II

The campus situation or nonacademic background in which the respondents found themselves before withdrawing, in reference to expenses, housing, and so forth, may help to clarify the setting in which academic work was couched. In regard to the actual expense of a college education the cost was borne primarily by the parents, as is normal. Of our 75 respondents, 90 per cent (68 respondents) received some degree of help from the family. Scholarships, personal savings, and part-time work were also listed.

In regard to housing, 87 per cent of this group lived in housing operated by the university. The balance lived at home with their parents. Seventy per cent of the men and 90 per cent of the women were housed by the university. Comments on campus living centers were interesting, yet almost all the comments received were on the negative aspects of dormitory life. All the comments, however, came from students who had transferred to another college or university.

Without a doubt, the strongest reaction and comments came concerning the food situation on campus. Almost two-thirds of the respondents were dissatisfied with the food; and of the remaining one-third, half were satisfied—making about one-fifth satisfied. Better than three-fourths were satisfied with housing arrangements. Approximately 20 per cent were dissatisfied with Health Services, 12 per cent with sororities and fraternities, 10 per cent with disciplinary code and enforcement, and about 10 per cent with student government. Each of these areas of dissatisfaction would probably indicate disappointment rather than actual dissatisfaction. Other services and activities

<sup>1</sup>This, however, does coincide with the 1.4 average found by the Middle States evaluation of the university in the fall of 1956.

indicated general satisfaction, with daily social contact being rated comparatively high.

In regard to the faculty and counseling, concern was expressed as to dissatisfaction with academic counseling. Aside from the general dissatisfaction found in campus food services and some aspects of housing, the academic counseling system was the target of greatest criticism. About 30 per cent were satisfied with the academic counseling, the rest being dissatisfied or having no feeling about the matter. On the other hand, only 20 per cent were dissatisfied with the classroom instruction and personal contact with the faculty. One-half of the questionnaires (36) contained generally negative feelings on the counseling system, much of this being unsolicited and added to the comment section on the last page of the questionnaire. There is the tendency at this point to say, "Yes, this may be so, but these are the people who withdrew and would be most critical." This may be the case.

Many unsolicited and personal comments were expressed concerning academic counseling; very few helpful suggestions were set forth, however.

To whom did these people turn for counseling help? Our statistics, in essence, relate that students turn first to a professor for help, generally concerning class work; and very closely ranged to this first reason turn to another student, usually for general information or about courses. The Resident Advisor came in third place, with the Faculty Advisor running out of the money in fourth place as a source of help. It would seem that convenience is a major consideration, each of the first three being handily located. Ordinarily the four Deans' Offices listed were not generally sought out.<sup>2</sup> Convenience may be a factor, but secondly, to many freshmen the Dean's Office looms up much the same as the Principal's Office in high school. "Other" areas included fraternity, sorority, family, friends, and the psychology department.

Again our statistics, in general, expressed the fact that students did feel free to approach the faculty and administration on problems, yet not in great numbers. Percentagewise students felt they had more academic than personal counseling but this must be interpreted in the light that some counseling is inherent in the registration procedure.

<sup>2</sup> Dean of Students, Dean of Women, Dean of Men, and the Academic Dean's Office.

Personal counseling, on the other hand, is something that must generally be sought out individually by the student.

As to counseling other than academic, there was largely an even division of about one-third each for satisfied, dissatisfied, or having no feeling on the matter. In regard to those who did seek counseling help other than academic there was agreement that it was of benefit to them. On the other hand, the majority of this group felt their problem could not be solved through counseling.

### III

In spite of the fact that a liberal arts education was selected upon coming to the University, the fact remained, and will probably always remain, that the ultimate goal of a college education seems to be defined in the idea of preparation for a vocation. Fully one-half of the respondents acknowledged through their first, second, or third choice or reason for coming to college that their motivation to attend was based on the idea of preparing for a later vocation. Nearly one-half also felt that college had been worth while in this respect in spite of the fact that they had completed but one year toward this end.

On the other hand, one-half of the group listed as their first, second, or third choice for attending the University, to "learn about studies in general." While it would seem an even split as to vocational training as opposed to general education, the primary choice was highly in favor of vocational preparation. But again on the other hand, a greater percentage felt college was more worth while in learning about studies in general than to prepare for a job (at least in the state of their first year).

Also high on the list of reasons for attending college must be noted the general and not too easily definable idea "to gain culture." They also felt college was worth while in this respect.

Finally, and I suppose in close keeping with the thought of vocational preparation, is the need "to learn about a certain field." About one-third listed this among the first, second, or third choice for coming on to school; and about one-third felt their first year here was worth while in this respect.<sup>3</sup> As might be expected, one year did not

<sup>3</sup> Ordinarily, 50 per cent of an incoming freshman class in the College of Liberal Arts does not have a "certain field" in mind, and a very substantial number of those who do change their minds in the course of the first two years—this ordinarily being an advantage of Liberal Arts over some of the other fields.

fulfill their expectations of worthwhileness in this regard as with the preceding reasons for attending college.

In short, these four reasons may be looked upon as the primary reasons for attending the University. These reasons would not seem to be unique to Syracuse since they are generally universally accepted as basic reasons for attending institutions of higher education.

Turning to the reasons why they withdrew from the College the crux of the whole study falls within this category, and the simple fact is that these voluntary withdrawers simply "wanted to attend another college or university." While only one-third listed this as a choice within a series for withdrawing, some 63 of the 75 listed the fact that they *did* transfer to another college. However, while this supposedly simple fact is expounded as the crux of the study, the other facts gleaned from the study were much the more important.

The rather ambiguous fact that "I was dissatisfied with Syracuse University" was also listed by a third of the withdrawers responding to this question. Yet in the comments section, fully one-third overtly and freely expressed their enjoyment in attending Syracuse University. This was perhaps a faulty question: Since they did leave it must follow that at least a fair percentage were dissatisfied rather than withdrawing just for reasons of finance, marriage, and so forth. Other more comprehensive studies<sup>4</sup> (including involuntary withdrawals) indicate this general feeling of dissatisfaction rates in the top few reasons for withdrawals, as general as it may be.

About 15 per cent withdrew for marriage. This is probably the only clear-cut reason for withdrawals; all others seem to have been a combination of patterns. Withdrawal for financial reasons seemed to rate at about the same level as marriage. The fact that they "wanted to live at home," while fairly high *in toto*, is scattered throughout the choices and is probably highly contingent on other factors involved, such as boy friends, engagement, and so forth. Perhaps too, this is not a factor they would like to readily face and place in a higher category.

Illness, as a reason for withdrawal, seemed perhaps a little lower

<sup>4</sup> Including Charles L. Keelsche's "A Study of the Student Drop-Out Problem at Indiana University," *Journal of Educational Research*, 49, January 1956. Also, Irwin R. Powers's "Student Dropouts—What's the Answer?" *American Business Education*, 14:2, December, 1957, and Robert Earl Iffert (U.S. Office of Education) "Drop-Outs: Nature and Causes, Effects on Students, Family and Society," *Current Issues in Higher Education*, National Education Association, 1956.

than is average, as was also the case with obtaining employment and being caught in the draft. Only one of those questioned indicated he was going to work, and none that he was going to be drafted or had even enlisted for that matter. It would seem that the day of the draft worry is temporarily over, at least for the younger people and those who keep up their grades.

Where did they go and why? In essence, eighty-four per cent of this withdrawing group listed themselves as having transferred to another college. In regard to out-of-state students, 93 per cent went to other colleges, generally schools close to their homes. Of our own New York State students, 78 per cent that voluntarily withdrew went on to another college. The New York City-Long Island area sent 93 per cent (30 per cent of original group from this area and 41 per cent of the respondents) on to school; for Onondaga County only 71 per cent went on; and for the east, west, and central counties other than Onondaga County 82 per cent went on to another school.

Again, in essence, a significant portion, some 33 per cent, left to go into some School of Education. In numbers, 26 of the 75 that transferred named an interest in Education. Fifteen of the 25 named Education in general, nine listed Elementary Education, and two listed Secondary Education as their goal.

## Credit for Naval ROTC

K. L. NUTTING

DURING a recent tour of duty I was privileged to represent the Chief of Naval Personnel in discussions with many educators on the question of credit on the undergraduate level for Naval ROTC work at the many institutions in which NROTC Units are located. During many of these discussions, I found it necessary to describe the NROTC program and why the problem of credit has arisen lately. It is the purpose of this brief article to shed a little light on the matter.

One of the first points, one not always understood, is that the Naval ROTC course differs in many respects from those of the Army and Air Force ROTC. One major difference is that the Navy program contains a straight four-year Naval Science curriculum of 36 quarter hours. There is no "basic" or "advanced" course.

Also, another difference is that the Navy provides for two categories of students—Regular and Contract. The Regular student is selected annually as a result of nationwide examination, has tuition paid, receives other emoluments, and at graduation is commissioned in the Regular Navy (or Marine Corps) for a minimum of three (four for midshipmen appointed in 1957 and subsequently) years' active service. During college he spends three summers in training activities both afloat and ashore. The Contract student enrolls in the Naval Science courses upon entry into college and at graduation is commissioned in the Reserve for a minimum of two years' active service. He spends one college summer on a cruise. Physical requirements are essentially the same for both categories and the Naval Science academic curriculum is identical.

The well conceived Naval Science curriculum was evolved immediately after World War II by a large group of educators and Naval officers. As a primary consideration, this group established a balance between humanistic and technical subjects. Of the total 24 semester hours, 15 are technical and 9 nontechnical (6 in freshman and 3 in senior year). Further, the curriculum is reviewed annually, by clearinghouse method, to insure its being kept up-to-date. Numerous educators have advised that the curriculum compares favorably with other college courses on the undergraduate level. In 1946, when the new Navy Program was inaugurated, each of the 52 institutions

agreed in effect to grant credits toward a degree for the Naval Science course on the same basis as for other work at the institution.

Universally, presidents of institutions recognize their obligation to the nation to support ROTC programs as a source of officers for the Armed Forces. The Navy looks to the NROTC to supplement the output of the Naval Academy for regular career officers and to provide well trained Reserve officers.

During the period 1952-1955, the American Society for Engineering Education (ASEE) through the Engineering Council for Professional Development (ECPD) and appropriate committees made certain studies which resulted in a final report issued in 1955. This report pointed out that:

The competent engineer needs understanding and appreciation in the humanities and in the social sciences as much as in his own field of engineering. He needs to be able to deal with the economic, human, and social factors of his social problems.

Additionally, the ECPD recommended, among other criteria for undergraduate engineering education, that:

The equivalent of one-half year to one full year of the curriculum shall represent the minimum content in the area of humanistic and social studies. Of this content, at least one-half should be selected from the fields of history, economics, government, literature, sociology, philosophy, psychology, or fine arts, and *should not include* such courses as accounting, industrial management, finance, personnel administration or ROTC (*italics furnished*).

This, of course, induced pressures on engineering schools and presidents of institutions to add engineering science and humanistic content to engineering curricula while at the same time endeavoring to fulfill obligations toward supporting NROTC training. And, of course, this had the effect of increasing the pressure for an overload on engineering students electing ROTC. Certain engineering schools have and are taking action toward reducing the amount of credit allowed for Naval Science toward a baccalaureate degree. This results in an academic and economic hardship for some of the NROTC students to the extent that it will and does discourage them from registering in schools of engineering.

In July 1956, Vice Admiral Holloway, then Chief of Naval Personnel, taking cognizance of the trend toward increased professional and humanistic content, the impact on the NROTC Program, and

other factors, addressed a letter to the presidents of the 52 NROTC institutions stating in part:

... , it is our feeling that whenever possible, all twenty-four semester or equivalent quarter hours of naval science should be allowed within the degree requirements so that NROTC students will have no academic overload. In no case should any NROTC student who is pursuing the same degree as a non-NROTC student be required to carry more than a six semester or nine quarter hour overload in the four year course. . . .

During 1956-1957, several meetings were held between Navy and ASEE representatives but no definite solution to the problem has been reached yet.

The Navy's concern has been not only with the impact on the individual student and institution, but also on the NROTC program as a whole, for the Navy considers the NROTC as a continuing long-range source of officers to supplement the output of the Naval Academy for career officers and as a source of well trained Reserve officers.

After a survey of 19 NROTC institutions early in 1957, in my capacity as Director of Training in the Bureau of Naval Personnel, I informed the National Commission on Accrediting that:

The percentage of Freshmen *Contracts* who did not major in engineering, dropped from the NROTC because of academic over-load, or who did not enter the Contract program when told about the academic over-load is 22 per cent. About one engineering student in every five is lost to the Navy because of the academic overload.

Twenty-four per cent of the *Contract* students, who have already successfully completed the Freshmen year, have been lost as engineering students or to the NROTC program during their sophomore year as a result of academic overload. This represents a loss of one in every four Contract engineering students.

The loss during the Freshmen year of *Regular* engineering students is not significant.

The loss during the second year of *Regular* engineering students in whom the Navy has one year's investment is about one in ten.

If the overload problem increases, and it is now a major problem, reduction in the number of applicants will continue. In the years 1953, 1954, and 1955 the contract program initially enrolled some 3100 per year after physical rejects. This initial enrollment does not fill the quota necessary to support the needs of the Naval Service. This trend, aggravated by imposition of overload by the recommendations of the

Engineers' Council for Professional Development, might well result in finding by the Navy that it is economically and administratively unfeasible to continue an NROTC Unit on certain campuses.

Incidentally, a memorandum dated July 5, 1957 from the Executive Secretary of the National Commission to the presidents of ROTC institutions is an excellent summary of this topic.

Also, on January 10, 1957, E. R. Durgin, Secretary-Treasurer of the Association of NROTC colleges and universities, and Dean of Students at Brown University wrote a letter to the Secretary, Education and Accreditation Committee, ECPD, including the following statement:

We as an organization do not, for the time being, agree with ECPD that a change as indicated in the Annual Report of the Engineers' Council for Professional Development of September 30, 1955, be made in the handling and evaluation of credit for ROTC courses at our respective institutions. This evaluation has been and should continue to be left with the faculties of the individual institutions.

It would seem, therefore, that basically this is a matter of resolution directly between the Navy and individual colleges and universities; the idea of substitution of a college course for a similar Navy course should be explored with the local Professor of Naval Science. After careful local faculty review of the Naval Science course for content, quality of instruction, bibliography, and other educational standards, additional avenues for exploration suggest themselves. For instance, such a review might reveal an acceptable basis for credit in either the technical (professional) or nontechnical (humanistic) areas. Also perhaps supplementing any of the Naval Science courses with lectures by members of the local civilian faculty could make such courses educationally acceptable for credit.

It is worthy of note that recently, as a result of the Secretary of the Navy's emphasis on leadership in the Navy, the Chief of Naval Personnel has directed a change in the NROTC curriculum by substituting a course in psychology (60 sessions, 6 quarter hours) to be taught by civilian instructors of the institutions for a like amount of time in the Naval Weapons. It would seem that this substitution enhances the credit acceptability of the NROTC curriculum by the ASEE.

The above offers some thoughts toward possible solution to the main issue which requires mutual co-operation and understanding between the Professor of Naval Science and officials of the college or university.

## Some Adjustment Problems of College Freshmen

EDWARD E. JOHNSON

THE PRESENT paper is concerned with some adjustment problems that are encountered by college freshmen. The data of the study were obtained from 1003 Southern University freshmen in December, 1957.

### PROCEDURE

A pilot study was carried out involving 40 students picked at random from the freshman class within certain stratifications such as sex and type of university residence. The purpose of this preliminary study was to determine whether the approach should be basically structured or unstructured. By structured approach is meant that subjects reported problems by means of prepared check lists; by unstructured approach is meant that subjects listed their problems spontaneously, without the possibly influencing effect of prepared check lists.

Results of the pilot study indicated that the structured approach involving a check list would be the more effective method. The average number of problems evinced by the unstructured approach was 2.76; the average number evinced by the structured approach was 5.88. It would seem, then, that some method involving relative "directedness" was indicated if a fairly wide sampling of freshman adjustment problems was to be elicited.

Items for the check list used in the preliminary study were included partly on the basis of other studies of student problems and partly on the basis of theoretical expectations of the investigator. Reactions of subjects who took part in the pilot study led in some instances to rephrasing of items so that they could be understood more readily. Frequent revisions of the check list were made prior to the main study in the attempt to minimize ambiguity or overlapping. Items that were checked with high frequency were interspersed among those that were checked with low frequency. This procedure reflected the finding of Symonds<sup>1</sup> that some individuals exhibit position prefer-

<sup>1</sup> P. M. Symonds, "Influence of the Order of Presentation of Items in Ranking," *Journal of Educational Psychology*, 27:445-449, 1936.

ences in their tendency to check certain positions on a list more often than others, regardless of felt importance of items.

The check list was administered to 20 additional freshmen in order to determine whether having to sign names would militate against quantity or frankness of responses. The rank orders of frequency of occurrence of problems as determined by the Spearman Rank-Difference Correlation Coefficient between sophomores who signed their names and those who did not was .83. A positive correlation coefficient of such magnitude (significant at the one per cent level) indicated that signed responses were not unrelated to unsigned returns in respect to type of response. The average number of responses per student in the signed and anonymous situations did not differ statistically (5.7 and 5.9, respectively).

At the outset of the study and throughout, all students were advised that their participation would help to improve university services to them and to future freshmen. Responses of each freshman were recorded on a special mimeographed form. This form consisted of three main parts. Part I recorded background as follows: name, age, sex, type of university residence, home address, education and occupation of parents or guardians, and family size. Part II was concerned with each freshman's most difficult course and a listing of his reasons for its difficulty. Part III involved a check list of problems not included in the check sheet, and space for identification of each student's most difficult problem. Items included in the list were: amount of high school background expected by instructors, poor budgeting of time, noise in the library, getting along with roommate, slow reading habits, service in the library, insufficient funds, living conditions, being homesick, confusion in selecting a major, instructors' teaching methods, illness, joining a fraternity or a sorority, medical care, dissatisfaction with meals, poor grades, waiting in lines, too few social activities, poor recreational activities, early difficulty in finding classes, insufficient time between classes, dormitory lights go out too soon, lack of interest in school work, using the library, making decisions, and fear of failure in courses.

Forty freshman counselors indicated on the same check lists as the ones administered to the freshmen the adjustment problems that they considered most urgent for their counselees. The results in this case were expected to reveal some clues as to differences, if any, between freshman-oriented and faculty-oriented perceptions of student adjustment problems.

Adjustment problems of freshmen in the highest and lowest quarters in tested intelligence were compared. The expectation was that consistent differences between the two groups in types of adjustment problems would be revealed. All data were key-punched and run through a combination of mark-sensing and tabulating operations.

The attempt to systematize data almost invariably involves categorization. It is to be emphasized that categorization tends to place a restriction on manipulation of findings. The need for some classification of data—some frame of reference—would seem to be inescapable, however. The adjustment problems of this study fit reasonably into six categories: (1) scholastic adjustment, (2) social adjustment, (3) emotional adjustment, (4) economic adjustment, (5) health adjustment, and (6) environmental adjustment.

#### RESULTS

The results of the study are summarized below. All differences between groups reported are significant at the one per cent or five per cent level of confidence.

1. The freshmen of this study were more concerned with problems of environmental, emotional, and scholastic adjustment than with problems of economic, health, and social adjustment.
2. Problems reported in this study were related most frequently to scholastic adjustment.
3. Freshman men were more troubled than freshman women with problems of social, economic, and health adjustment and were less troubled with problems of emotional adjustment.
4. Dormitory freshmen were more concerned over living conditions and experienced more homesickness than freshmen living in all other types of university residence; freshmen who lived with their parents reported fewer financial problems, more difficulty in selecting a major, and less interest in school work than freshmen residing in all other types of university residence; freshmen living with relatives had fewer social problems than freshmen living in all other types of university residence.
5. Freshmen of rural backgrounds experienced greater difficulty than freshmen of urban backgrounds with problems involving scholastic adjustment and less difficulty with problems involving social, health, and environmental adjustment.
6. Freshmen of high tested intelligence were more concerned than freshmen with low tested intelligence with problems of economic

and environmental adjustment, and were less concerned with problems of emotional and scholastic adjustment.

7. The freshmen of this study were most seriously concerned over fear of failure in courses; the counselors were most seriously concerned over slow reading habits of freshmen.
8. Younger freshmen were more concerned over pedagogical procedure, waiting in lines, and homesickness than their older counterparts, and were less concerned over slow reading habits and early difficulty in finding classes; more younger freshmen had as their most difficult problem poor grades, than their older peers.

The findings of this study would seem to raise some important questions: What accounts for intense fear of failure in college? To what extent can adequate counseling channel fear of failure so that it becomes the *modus operandi* for increased motivation toward high scholastic achievement? Is the reported difficulty with teaching methods largely a reflection of the freshman's arsenal of behavioral defense mechanisms, a function of the sudden, radical change from the classroom situation in high school to the classroom situation in college; or are instructional methods actually poor? The answers to these and other questions would seem to be of utmost importance to all participants in the educational endeavor.

# Achievement in Intermediate Algebra Associated with Class Size at the University of Wichita

HAROLD F. SIMMONS

AT THE University of Wichita, a decision to study the merits of large-sized classes in mathematics was made in September, 1956. In the fall semester of 1956, there occurred a 25 per cent increase in the number of students enrolled in the University. This figure included part-time and adult-education students. The mathematics department for the same semester experienced a 60 per cent increase in the number of student credit hours in mathematics courses. Although facilities and staff were provided for the fall of 1956, the even higher enrollments predicted for the fall of 1957 made some experimentation on class size highly desirable.

The problem was presented to the entire mathematics staff at a regular staff meeting. It was discussed by the staff, and the following recommendations were presented by the teachers: First, that an experiment with large lecture sections be attempted; second, that all sections offered, of the course selected for experimentation, be taught by the same teacher; and finally, that the course in intermediate algebra be used for this experiment.

There were two major reasons for the selection of intermediate algebra for this experiment. First of all, there were enough students enrolling in the course to allow a substantial reduction in hours of teaching allotted to it. Secondly, it was felt that, if the experiment failed, less damage to future graduating students would result from using this course than any other course taught in the department of mathematics. Intermediate algebra is a remedial course, designed to remove a high school deficiency in mathematics, although two hours of college credit are allowed students for its successful completion.

At the University of Wichita, students may transfer from one section of a course to any other section of the same course at almost any time during the semester. The policy is to approve transfers, whenever possible, for students who feel that the change will be to their benefit.

This policy, although very desirable from many viewpoints, makes

it almost impossible to conduct a study using an experimental and a control group during the same semester. Therefore, in this study the control group, small-sized classes, consisted of all students enrolled in intermediate algebra for the first time in the fall semester of 1956. The experimental group, large-sized classes, consisted of those students who enrolled in intermediate algebra for the first time in the fall semester of 1957. Spring semester students were not used, since students in the spring semester very likely differ in some characteristics from the fall group.

The students in the control group were assigned to the various sections of intermediate algebra at registration. Since there were only a few hours at which more than one section of intermediate algebra was offered, the students, by selecting the time of their class, nearly always selected their section. These classes met for 50 minutes, two days a week, on Tuesdays and Thursdays. The starting time of the classes ranged from as early as 7:00 a.m. to as late as 2:00 p.m. The average size of the small classes was 21.4 students.

The teachers for these classes were all full-time staff members ranging in rank from instructor to associate professor. There were twelve different teachers for the 14 sections of intermediate algebra. Since the full-time staff of the mathematics department at this time was only 17, it can be seen that a major portion of the full-time staff had one or more sections of intermediate algebra. A section of intermediate algebra counted as two hours in the teaching load of the teacher. Normal loads at the University of Wichita vary from 15 hours for instructors to 10 or 11 hours for full professors.

The teaching techniques used by the various teachers were those commonly associated with small-sized classes in mathematics at the freshman level. Some of the techniques involved were informal short lectures, the solving of selected illustrative examples, class discussion and recitation, unannounced short quizzes, and blackboard drill. These and other techniques were used by the teachers as suited the needs of the class.

The grades in these sections of intermediate algebra were based upon the results of teacher-made hour tests and final examinations. The final examination schedule at the University of Wichita makes no provision for uniform examinations in all sections of a particular course. Therefore each teacher had to devise and score his own examination.

For the experimental group in the fall of 1957, only three sections of intermediate algebra were taught. These classes were scheduled at 12 noon on Tuesday and Thursday, 1:00 p.m. on Tuesday and Thursday, and 2:00 p.m. on Monday and Wednesday. The students selected their own sections of intermediate algebra at the time of registration. All three sections were taught by the same professor. These classes were counted as eight hours of the professor's 13 hour load. The average size of the large classes was 84.6 students.

Because of the lack of opportunity for the students to have their questions answered in class, special conference hours were scheduled at 9:00, 10:00, and 11:00 on Tuesdays and Thursdays. The students were advised in class to attend these sessions although attendance was optional. Three full-time staff members each had charge of two conference hours per week. These conference sessions counted for two hours of teaching load for the teachers involved.

All three sections met in the same classroom, which had a seating capacity of 160 students. The room was well lighted and air conditioned. The seats were slightly elevated, affording an excellent view of the professor and the chalkboard. The room was wired for sound, and as the professor normally used a throat microphone he could easily be heard in any portion of the room. A graduate student was assigned the task of checking attendance and aiding in other clerical duties.

The teaching method used was a formal lecture interspersed with many illustrative examples. The professor usually tried to allow five minutes at the end of each 50-minute class session for questions from the students. Other questions had to be reserved for the various conference sections.

All of the hour tests and the final examination for the large class were prepared and graded by a committee composed of the professor in charge of the classes and the three teachers in charge of the conference sections. The course grades were also determined by this committee and were based upon the results of the hour tests and the final examination.

A sample of 200 students was selected from the control group and from the experimental group. These students were so selected that 50 students graduated from each of four groups of high schools. These groups were: I, Wichita High School East; II, Wichita High Schools other than East; III, high schools located outside Wichita with an en-

rollment of over 250 students; and IV, high schools located outside Wichita whose enrollment was less than 250 students.

The criterion of achievement chosen in this study was the mark in intermediate algebra. The marks of A, B, C, D, and F were assigned numerical values of 4, 3, 2, 1, and 0 respectively. Not all of the students enrolling in intermediate algebra completed the course. Students in this attrition group fell by the wayside for a variety of reasons.

Since the number of students who received a mark of W (withdrew) is large in all undergraduate mathematics classes at the Uni-

TABLE I  
DISTRIBUTION OF GRADES IN INTERMEDIATE ALGEBRA

High school group	A	B	C	D	F	W	Total	Average
<b>Control</b>								
I	2	4	15	7	14	8	50	1.14
II	3	6	16	5	12	8	50	1.34
III	4	9	10	8	15	4	50	1.42
IV	3	6	16	8	8	9	50	1.40
Subtotal	12	25	57	28	49	29	200	1.325
<b>Experimental</b>								
I	1	3	9	1	23	13	50	0.64
II	0	2	7	12	15	14	50	0.64
III	2	4	8	11	12	13	50	0.94
IV	1	4	13	12	12	8	50	1.08
Subtotal	4	13	37	36	62	48	200	0.825
Total	16	38	94	64	111	77	400	1.075

versity of Wichita, this attrition group cannot be ignored in a study of algebra achievement. Some numerical value must be assigned for each student so classified. For purposes of this study, the algebra achievement marks for students who withdrew from the course were assigned a numerical criterion score of 0. This arbitrary decision has some justification when it is considered that these students failed to earn any grade points towards graduation.

Table I displays the distribution of grades in intermediate algebra for each of the eight subgroups. A few observations can be made directly from this table. The failures and dropouts increased for the experimental group and the grade average dropped one-half a grade point. By averaging the two values shown for each high school group, means were found of 0.89, 0.99, 1.18, and 1.24 for groups, I, II, III, and IV, respectively. This indicates a slight advantage for students

from outside of Wichita and also a slight advantage for students from the small high schools.

Probably the most straightforward method of evaluating the effectiveness of class size would consist of an analysis of variance without regard to individual differences. Such analysis of variance may be made with a two-way classification by class size and high school group.

This analysis yielded an F-value of 18.12 for class size, which is significant beyond the 1 per cent level. Nonsignificant F-values were found for high school group and interaction. Thus, it would appear that increasing the size of classes adversely affected the algebra achievement of the students. Too much confidence should not be placed in this analysis since individual student ability has been ignored.

An analysis of covariance was made to take into account the differences in student abilities and aptitudes. There are two purposes in the use of covariance analysis, elimination of bias due to unequal group ability and providing a more sensitive test of significance. In all studies requiring covariance analysis, the choice of control variables is a major issue.

In the study reported here, the choice of control variables was limited to eight. These were: the three scores on the ACE examination, three scores on the Cooperative English Test, the mathematics score on the Cooperative General Culture Test, and the high school grade average. It was found that five of these eight control variables could be eliminated without significant loss. Therefore, the analysis of covariance reported here controlled on the total ACE score, math test score, and high school grade average.

This covariance analysis revealed a multiple correlation coefficient of 0.462 between the best possible combination of the ACE score, math test score, and high school average and the final grade in intermediate algebra. An F-value of 35.83 indicates that the correlation is significantly different from zero and that a prediction equation using these three control variables would be useful in predicting algebra marks. The standard error of estimate is 1.04. Therefore, prediction of algebra marks by means of such a regression equation will not be wrong by more than 1.04 grade points in approximately two-thirds of the predictions one might make.

The analysis of covariance using the three variable regression equations is shown in Table II. Here again we find that achievement

in intermediate algebra is adversely affected by increasing the size of the classes even when student ability is controlled. However, there appear to be no significant differences among the algebra marks of students who graduated from the four high school groups. Also, the drop in algebra achievement scores, due to assignment to a large lecture class, is about the same for students from each of the high school groups.

The extent to which being a student in one group or another effects achievement in intermediate algebra can be determined by adjusting the criterion means for the large-sized and small-sized classes.

The adjusted mean achievement was 1.301 for the small class and 0.849 for the large class. This difference is approximately equivalent

TABLE II  
TESTS OF SIGNIFICANCE FOR ALL SOURCES OF VARIATION

Source of variation	Residuals			
	Degrees of freedom	Sum of squares	Mean square	F
Class size	1	20.23	20.23	18.50*
High school group	3	4.37	1.46	1.33
Interaction	3	2.26	0.75	0.69
Within subgroups	389	425.48	1.09	

\* Significant beyond the 1 per cent level.

to one-half of a letter grade when grades are reported on an A, B, C, D, and F basis.

During the semester, approximately 90 hours were set aside for conferences and help sessions for the students enrolled in the large lecture sections of intermediate algebra. Attendance at these sessions was entirely optional. However, an attendance record was kept for the purpose of this study. Table III displays in frequency distribution form the number of conference hours attended by students who passed the course with a D or better and similar information for students who received an F in the course. Since the conferences were available only to the experimental group and since students who withdrew from the course before the final examination have been eliminated, this portion of the study deals with only 152 students.

The mean number of conference hours attended by students who passed the course was 5.41. The mean number of conference hours

attended by students who failed was 3.73. However, no significant difference in the mean number of conference hours attended by passing and failing students could be demonstrated. The only conclusion relative to conference hours which can be made is that the students, whether passing or failing, failed to take advantage of the conference sessions. This statement can be supported by observing that exactly one-half (76) of the students failed to attend a single session, while another 20 per cent(33) attended five or fewer.

This experiment was a co-operative effort on the part of both teachers and administrators to find a solution to the problem of increasing enrollment and a limited teaching staff. However, the results

TABLE III  
ATTENDANCE AT CONFERENCE SESSIONS

Number of conferences	Passing	Failing*
none	41	35
1-5	20	13
6-10	8	8
11-15	10	3
16-20	6	0
21-25	3	1
26-30	2	1
31-35	0	0
36-40	0	1
Total	90	62

\* Students who withdrew from the course have been eliminated.

reported here indicate that the course in intermediate algebra, if it is taught at all, should be taught in small discussion classes. It is felt that the poor showing in the large lecture classes may have been due to the low initial ability level of all the students who enrolled in this remedial course in algebra. It is hoped that similar studies may be undertaken using students enrolled in the regular freshman courses in mathematics. If such further experiments are made, the numerous conference sessions used in this study can hardly be justified. With the prospects of a continuing imbalance between the number of students enrolled in college level mathematics and the number of qualified instructors, every effort should be made to discover acceptable methods of teaching more students with the teaching staff now available.

# The Use of Test Results and Cumulative Grade Averages in Selecting Upperclass Scholarship Recipients

CHARLES O. NEIDT

ONE OF THE problems which arise when college or university scholarships are awarded to sophomores, juniors, or seniors, is that of utilizing all available evidence in identifying recipients. Whether scholarships are awarded on the basis of achievement only or partly on the basis of financial need, the problem of impartially assessing achievement on a university-wide basis still exists.

Some engaged in higher education have argued that differences in grading practices among the various instructors may give certain majors undue advantage in scholarship competition when cumulative grade averages are used as the selection-criterion. They frequently point out that scholarships should be awarded on the basis of achievement tests or preregistration tests. Others have indicated that even extensive general achievement test batteries do not measure equally the achievement of students majoring in different areas. Still others have argued that scholarships should be awarded in proportion to the enrollment in the various colleges or divisions. These people have been answered by the counterargument that some curricula attract larger proportions of able students than others, and these students might otherwise qualify if the competition were open to all. There is little research evidence to show the relative effectiveness of using test scores and cumulative grade averages in selecting upperclass scholarship recipients.

## PURPOSE

It was the purpose of this study to determine the relative amount of emphasis which the cumulative grade average and the scores on scholastic aptitude and achievement tests should receive in considering applicants for scholarships at the sophomore, junior, and senior levels. In accordance with the point of view that a scholarship should serve both as a reward and as an incentive, the semester grade average which scholarship recipients achieved the semester following receipt of a scholarship was used as the criterion for the study.

### SUBJECTS

The subjects for this investigation were 139 sophomores (with at least 27 semester credit hours), 155 juniors (with at least 53 semester credit hours), and 163 seniors (with at least 89 semester credit hours) enrolled at the University of Nebraska. These students were recipients of upperclass scholarships administered on a university-wide basis by the General Scholarship Awards Committee over a two-year period. The size of the stipends ranged from \$100 to \$500. To qualify for a scholarship, all students had earned at least 24 semester credit hours at the University of Nebraska, although some were transfer students. In the case of transfer students, only the course marks obtained at the University were recognized in scholarship competition, although the student was classified as a sophomore, junior, or senior according to the total of his credit hours.

### TESTS

Two tests used in this study had been administered to all students as preregistration tests, the Linguistic subtest of the American Council on Education Psychological Examination and a locally-constructed English achievement test entitled the English Classification Examination. The third test used was the Cooperative General Culture Test published by the Educational Testing Service. For this study a total score based on five subtests of the Cooperative General Culture Test was used. The subtests included were History and Social Studies, Literature, Science, Fine Arts, and Mathematics. The Social Problems subtest score was omitted.

Whereas the ACE-L and the English Classification Examination had been administered as preregistration tests, the Cooperative General Culture Test was administered at the time the scholarship application was made in March preceding the school year for which the scholarships were awarded. Since two different forms of the Cooperative General Culture Tests were administered to scholarship applicants during the two years over which this study extended, the five-part raw scores of all applicants were transposed to standard scores based on the performance of 1337 scholarship applicants who had taken these forms in previous years at the University of Nebraska. This conversion was made to permit the samples for the two years to be pooled for analysis.

## RESULTS

Using the grade average achieved the first semester after receiving a scholarship as a criterion, an analysis of the data was made for each class level separately. For each analysis the four variables, English Classification Examination score ( $X_1$ ), ACE-L score ( $X_2$ ), Cooperative General Culture Test Score ( $X_3$ ), and Cumulative Grade Average ( $X_4$ ) were first combined in their optimal relationship for predicting the criterion. Each variable was then systematically eliminated from the prediction scheme and the significance of its contribution tested by the analysis of the variance of regression. Whenever the contribution

TABLE I  
COEFFICIENTS OF CORRELATION BETWEEN THE CRITERION AND  
VARIOUS COMBINATIONS OF THE FOUR PREDICTION VARIABLES  
FOR 139 SOPHOMORES

Multiple Correlation Coefficients	Partial Correlation Coefficients	Zero Order Correlation Coefficients
$R_{y(x_1x_2x_3x_4)} = .597^{**}$	$r_{yx_1 \cdot x_2x_3x_4} = .043$	$r_{yx_1} = .259^{**}$
$R_{y(x_2x_3x_4)} = .596^{**}$	$r_{yx_2 \cdot x_3x_4} = .001$	$r_{yx_2} = .225^{**}$
$R_{y(x_3x_4)} = .596^{**}$	$r_{yx_3 \cdot x_4} = .176^*$	$r_{yx_3} = .330^{**}$ $r_{yx_4} = .579^{**}$

\*\* Significant at the 1% level of confidence.

\* Significant at the 5% level of confidence.

$y$ =semester grade average after an award,  $x_1$ =English Placement Examination Score,  $x_2$ =ACE L-Score,  $x_3$ =Cooperative General Culture Test score,  $x_4$ =Cumulative Grade Average.

of a variable to the scheme was found to be nonsignificant, it was eliminated from further analysis.

In Table I are shown the pertinent results from the analysis of the data for the 139 sophomores in the study. Inspection of this table indicates that when considered individually each of the four prediction variables correlated significantly with the criterion, although Cumulative Grade Average,  $X_4$ , correlated markedly higher (.579) than the other prediction variables. Neither of the two preregistration tests, English Placement,  $X_1$ , and ACE-L,  $X_2$ , contributed significantly to the prediction scheme when combined with the Cooperative General Culture Test Score,  $X_3$ , and the Cumulative Grade Average,  $X_4$ . The Cooperative General Culture Test Score,  $X_3$ , and the Cumulative Grade Average,  $X_4$ , contributed significantly to the

prediction scheme. It may be concluded that there is a significant advantage in combining the Cooperative General Culture Test results with cumulative grade averages for selecting sophomore scholarship recipients. The contribution of the test results, however, is much less than the contribution of the cumulative grade average.

Inspection of Table II, in which the results for the 155 juniors are summarized, reveals a pattern similar to that found for the sophomores. The Cumulative Grade Average reflected the largest contribution to predictive effectiveness, followed by a smaller, al-

TABLE II  
COEFFICIENTS OF CORRELATION BETWEEN THE CRITERION AND  
VARIOUS COMBINATIONS OF THE FOUR PREDICTION VARIABLES  
FOR 155 JUNIORS

Multiple Correlation Coefficients	Partial Correlation Coefficients	Zero Order Correlation Coefficients
$R_{y(x_1x_2x_3x_4)} = .516^{**}$	$r_{yx_1 \cdot x_2x_3x_4} = .119$	$r_{yx_1} = .313^{**}$
$R_{y(x_2x_3x_4)} = .505^{**}$	$r_{yx_2 \cdot x_3x_4} = .057$	$r_{yx_2} = .211^{**}$
$R_{y(x_3x_4)} = .503^{**}$	$r_{yx_3 \cdot x_4} = .176^*$	$r_{yx_3} = .200^{**}$ $r_{yx_4} = .479^{**}$

\*\* Significant at the 1% level of confidence.

\* Significant at the 5% level of confidence.

$y$ =semester grade average after an award,  $x_1$ =English Placement Examination Score,  $x_2$ =ACE L-Score,  $x_3$ =Cooperative General Culture Test Score,  $x_4$ =Cumulative Grade Average.

though significant, contribution by the Cooperative General Culture Test, and a nonsignificant contribution by the ACE-L Score and the English Placement Examination Score.

From the data in Table III, based on the 163 seniors, it may be seen that the only significant contribution to predictive effectiveness was obtained from the Cumulative Grade Average,  $X_4$ . Neither of the preregistration tests,  $X_1$  and  $X_2$ , nor the Cooperative General Culture Test,  $X_3$ , correlated significantly, individually, or in combination, with the criterion.

#### DISCUSSION

The superiority of the cumulative grade average over test results for predicting subsequent achievement of upperclass students was

TABLE III  
COEFFICIENTS OF CORRELATION BETWEEN THE CRITERION AND  
VARIOUS COMBINATIONS OF THE FOUR PREDICTION VARIABLES  
FOR 163 SENIORS

Multiple Correlation Coefficients	Partial Correlation Coefficients	Zero Order Correlation Coefficients
$R_{y(x_1x_2x_3x_4)} = .583^{**}$	$r_{yx_1 \cdot x_2x_3x_4} = .072$	$r_{yx_1} = .077$
$R_{y(x_2x_3x_4)} = .580^{**}$	$r_{yx_2 \cdot x_3x_4} = .102$	$r_{yx_2} = .006$
$R_{y(x_3x_4)} = .574^{**}$	$r_{yx_3 \cdot x_4} = .045$	$r_{yx_3} = .079$ $r_{yx_4} = .572^{**}$

\*\* Significant at the 1% level of confidence.

$y$ =semester grade average after an award,  $x_1$ =English Placement Examination Score,  
 $x_2$ =ACE L-Score,  $x_3$ =Cooperative General Culture Test Score,  $x_4$ =Cumulative Grade Average.

demonstrated for all three class levels involved in this study. This finding parallels those of many other studies and is readily explained in terms of ability, study habits, and motivation. In other words, those students who demonstrate ability to obtain high marks early in their college careers tend to maintain this performance. Further, the cumulative grade average reflects many facets of behavior difficult to measure in a test situation and represents a sample of behavior taken over a period of time.

The significant, although relatively small, contribution to predictive effectiveness made by the Cooperative General Culture Test at the sophomore and junior class levels suggests the desirability of administering an achievement test to these two class levels at the time of application for scholarships.

The criterion used to evaluate the effectiveness of test results and cumulative grade average for selecting scholarship recipients was the grade average obtained the semester following receipt of an award. This criterion may be open to question in that scholarships should represent recognition for past rather than future achievement. Conversely, however, the award of a scholarship should free the student from financial burden and permit greater concentration on study. To the extent to which scholarships tend to equalize the financial burdens of students, the criterion appears defensible.

#### CONCLUSION

When the grade average obtained the first semester following the receipt of a scholarship is used as the criterion:

1. The cumulative grade average is superior to test results for selecting sophomore, junior, and senior scholarship recipients;
2. An achievement test battery, administered at the time of application for scholarship, results in increasing the effectiveness of a scholarship selection program at the sophomore and junior levels, but not at the senior level;
3. Preregistration tests do not contribute significantly to upper-class scholarship selection procedures when combined with the cumulative grade average and results from an achievement test administered at the time of application for scholarships.

## Editorial Comment

TWO HUNDRED years ago Benjamin Franklin published a set of rules for converting a great empire into a small one. The experience of some of the great empires of his time shows that those rules were valid; presumably they are still valid. Nevertheless, we seem, at this time, to prefer playing by ear rather than by note; and it begins to look as though we might be having success. Rather than follow any prescription, or set of rules, we act on the nature of the occasion.

There is considerable difficulty in writing in January what will make sense on publication in April; nevertheless, it looks as though the situation in April would resemble that in January, just as the situation in January resembles that in October last. It is a situation that ought to bring cheer and comfort to the hearts of those who hate us and despitefully use us, far beyond the poor power of the scattered few among us who are actively working for our enemies. There is a great deal of patriotic denunciation of those few; but there seems to be little evaluation of their efforts in the light of what has been done, what is being done, and what can be done. If our policemen are as efficient as they say they are, we have nothing to fear from subversive elements, which is what such people are often called.

We have, however, a good deal to worry about, none of it due to any one but ourselves, simply because we put up with nonsense. Probably we put up with nonsense because we do not think hard about anything, and therefore fail to recognize nonsense when we see or hear it. For example, this year began with a firm statement by the President that he was going to save money. That, in itself, is perhaps nothing exciting. What should disturb us and doesn't is the fact that we gain nothing by saving money if we can't save ourselves. It is of comparatively little importance how much money we have if we are fragmented. Furthermore, we ought to know, but apparently haven't even yet understood, that money in itself is nothing at all. If our society gets into such desolate shape that there is nothing to buy and sell, then we can shovel all our money into Fort Knox along with our silly gold.

Thrift is a comparatively modern virtue. It used to have other names, and was regarded with great suspicion by spiritual pastors. In the Middle Ages it was known as avarice; and in the New Testament it is called love of money. Perhaps we need to get a bit of historical

perspective on one of our puritan virtues, especially as it seems at this time to be of extraordinarily little importance.

The Executive insists on saving money, and as it does so the Senate of the United States, while the world burns round it and the country totters in peril on all sorts of brink, one after the other—the Senate picks as the matter of prime importance a decision on how long it will let itself talk. Just talk, without doing anything about anything. Clarence Day observed long ago that a typical simian characteristic in mankind is chatter. We can accept that statement without such elaborate demonstration of its validity by the Senate.

We live in a world in which ideas and their implementation are of greatest importance: The nation that thinks best, and finds out how best to make its thinking practical, is going to lead the rest of the world by the nose. Military ideas, economic ideas, ethical ideas, all these are the result of trained thinking; and putting them into effect is the result of more trained thinking. Consequently, the more trained thinkers we have, the better we are fitted to run the race.

We have, however, discouraged thinking, and we continue to do so. For generations we have laughed at intelligence. Now we actively set difficulties in the way of those who could and would gladly exercise intelligence, just when we need their intelligence as never before.

The National Defense Education Act of 1958 has much to commend it; but it represents nevertheless a triumph of anti-intelligence. For incorporated in it is a requirement that every recipient of aid in his studies shall file an affidavit that he does not believe in, and is not a member of and does not support any organization that believes in or teaches, the overthrow of the United States Government by force or violence or by any illegal or unconstitutional methods; and on top of that he must swear allegiance to the United States and that he will support and defend it, etc.

All this, of course, is a gratuitous insult to a loyal, hard-working, earnest lot of young men and women, who only want to do the best they can, and thereby render themselves more fit to improve the situation of their country. For a long time those who have shown indications of intelligence have been badgered by politicians, and for this there are at least two reasons. One is that such conduct is a sort of modern counterpart of making the eagle scream. The other is that so many of us are scared to death of intelligence. So many of us still believe that we can harangue ourselves into world leadership; so few of us, apparently—at least in high places—realize that every obstacle,

physical, financial, or psychological that we place in the way of those who can learn and act intelligently is an obstacle to the continued welfare of our country!

The requirement of the National Defense Education Act implies disloyalty among our young people. But they are not the ones who are using illegal and unconstitutional methods to overthrow the United States Government. They are merely intelligent, and therefore insulted. The politicians seem to believe that any one who thinks can only think evilly. The idea would be merely silly if it were not devastating. Gratuitous insult discourages sensitive people, and is therefore helpful to our enemies when we practice it. So is our insulting attitude toward our teachers. We underpay our teachers at all levels, and act as though they were a sort of third-rate citizen; and consequently our best young minds do not get their education from first-rate older minds, which refuse to put up with the handicaps inseparable from the teaching profession. We do not even talk sensibly when we discuss teachers and teaching, for we still spend time arguing such questions as: Is it better to know how to teach, or what to teach? Since it is hard to think how reasonable people could seriously consider such rubbish, we must regretfully conclude that we are not reasonable.

There are, however, better indications that we are not reasonable. We not only make it difficult for many of our young people to acquire an education; for many others we make it impossible. For the irrelevant reason that some of us don't much like the color of their skins, thousands of youngsters, among whom might be another George Washington Carver, get only a farcical imitation of education. And because this seems to the great majority of us a hideous unrighteousness, thousands of young people whose pigmentation is beyond cavil are being locked out of schools.

In short, at a time in our history when the intellect is of prime importance toward salvation, we are deliberately stunting the intellects of thousands of young Americans. If Communist agents can do anything comparable to this in boosting the cause of Moscow, they have as yet given no sign. But, of course, they don't have to do anything. We are doing it. Not, however, without pious talk.

Having alienated the vast majority of mankind, whose skins are not pale and pink, we do all we can to alienate those of our color by preaching at them. Perhaps if we had had a little intellectual training, if we had some comprehension of what we are looking at, deal-

ing with, appealing to, we might make more headway.

Whether in international affairs, or in national crises, or in domestic purchase of pink bathtubs, we are addicts of blather. We solemnly spout nonsense, anthropological, political, social, personal, and ethical; and worse than that, we listen to it. The blame for such conduct goes most easily to our teachers: they have not brought us up to use our heads. Nor are they at this time bringing our children up to use theirs.

We can blame the teachers to some extent. But as we consider seriously some of the social and educational phenomena about which we blather so endlessly; as we look at what we are doing in the light of what others are doing; as we guess what we might be doing, not in endless imitation or endless trying to catch up, but gallantly on our own—when we observe how many things there are which we ought to have done, and which we have not done, then we can only take the blame ourselves. It is our fault that we are foolish.

We have tried father-images, pious chatter, bluster; we have bragged about our achievements and seen them blow up in our faces; we have proclaimed what we are about to do, and seen others do it. We have tagged along, always trying to throw a monkey wrench into some one else's machinery, but never getting our own going. We have relied, as in the past, on good intentions, verbiage, and pretension to virtue. And we have begun the descent from great empire to little one. Such a descent, like that to Avernus, is easy.

Educators spend a good deal of time saying the same things at their meetings, in their journals, and to one another. It seems never to occur to many of them that no one but themselves is competent to present the necessity of education—honest-to-God education—to the American people, and that few others are going to go about trying to do it. And no one is so well equipped to demonstrate not only that it can happen here, but that it is happening here—fast.

Only insofar as the intellects of our young people are educated—not merely trained in certain disciplines, but educated to discern, evaluate, criticize, and act—can we maintain our national superiority. Only educators can educate, and they only if they are educated. Like it or not, there we are, and nobody much to help us—except with wind.

Perhaps it is too late. Perhaps not. That is something none of us of this generation, probably, will know. All we can do is see our responsibility and settle down to it.

S. A. N.

## Book Reviews

W. G. B.

Frank H. Bowles, *How To Get Into College*. New York: E. P. Dutton & Company, 1958. Pp. viii + 157. \$2.95.

In a field in which there are any number of good books, it could be little short of an impertinence to say of a particular book that it is the best. As risky as generalizations of this sort usually are, it can, I think, nevertheless be said that *How To Get Into College* by Frank H. Bowles is the best book to be published thus far on the broad subject of how to prepare for college, how to get in, and how to stay in college after getting there.

Mr. Bowles writes from the fullness of long experience. From 1934 to 1948 he was Director of University Admissions at Columbia University; and in 1948 he became the chief executive officer of the College Entrance Examination Board, first as Director and since 1957 as President. Out of the wide knowledge of his subject, Mr. Bowles has given us a book that will appeal with equal effectiveness to a variety of readers. *How To Get Into College* will appeal not only to the college-bound students in our secondary schools, but also to the parents of college-bound students, to officials in our secondary schools engaged in the work of precollege counseling, to registrars and admissions officers, and to members of college faculties who are interested in knowing something about the human product that annually enters their particular institution each year by way of the admissions office. It is, in part, this universality of appeal that sets this book apart from many of the other good ones in this same field. Other qualities, however, which also set this book apart are the effectiveness with which Mr. Bowles has organized his material, the clarity and succinctness of presentation, and the good sense which shines through its 157 pages of questions and answers.

As Mr. Bowles tells us in his Introduction: "This is a book on the problems of entering college. There are an appalling number of such problems—they begin with the basic decision on whether a son or a daughter should go to college, go on through the implications of preparation, of choosing, of financing, and the actual process of application and admission until the final possibilities have been weighed and the last formality has been dealt with. . . . This book undertakes to identify the problems, to define them, to explain why they exist, and to break them down into their component parts—in brief, to set forth the possible choices and to suggest how each problem in turn can be dealt with through the mechanism of making a few simple choices and decisions." And as Mr. Bowles further tells us in his Introduction: "In form, the book is an extended conversation, such as

might take place between a group of parents and students and a group of college admissions officers. Most of the questions are like those usually asked by parents; some of them come directly from students; but all of them are important for both parents and students." It was perhaps too obvious for Mr. Bowles to call our attention specifically to it, but these questions which are important to parents and students are likewise of importance and value to college admissions officers and to the college counselors in our secondary schools. In this "extended conversation" which Mr. Bowles has thus accorded us, there is a total of 358 questions and answers.

Mr. Bowles organizes his 358 questions and answers into eight chapters as follows: "Who Goes to College and Why," "Preparing for College," "Tests and Testing," "Choosing among Colleges," "Application and Admission," "Financing College," "Staying in College," "College and the Armed Services." The conversational method which Mr. Bowles uses in covering the material appropriate to each of these headings makes possible not only a directness of question but also a directness of answer.

In the space limitations of a review, it would be impossible to pick passages which would adequately illustrate the range and variety of the 358 self-directed questions to which Mr. Bowles supplies the answers. A random sampling, however, might include the following:

In Question 11, he asks: "How is 'above average ability' defined?" He answers: "Usually, when speaking of students who go to college, it means an I.Q. of 110 or better."

In Question 34, he asks: "Is there any safe and sure-fire program of courses that will prepare students for all colleges?" He answers: "Yes. Four years of English, three years of Latin or a modern foreign language, two years of history or social studies, three years of mathematics (elementary algebra, intermediate algebra, plane geometry), two years of science (chosen from chemistry, physics, and biology), two elective units (chosen from the following: two additional units of foreign language, or a third year of social studies, a fourth year of mathematics, or a third year of science). So far as is known, this program will meet the requirements of all colleges."

In Question 85, Mr. Bowles asks: "Our son, who is eighteen and finishing high school, has not yet chosen the career he wants to follow. How can we help him?" He answers: "This question touches a pet peeve of college admissions officers, for they have learned by experience that half of the students who enter college will change their career plans at least once while in college. Most eighteen-year-olds have not enough experience to make a firm career choice. Very often the choices they do make are made to please their parents and are changed later. Colleges know about this problem and arrange their programs to allow for such changes. The best help you can give him is to keep quiet on the subject while he is finding out, in college,

what he likes and doesn't like. If he takes the standard liberal arts course in college for two years, he will not lose any time regardless of the direction he chooses, and when he does make his choice it will be a firm one."

In Question 105, Mr. Bowles asks: "How can a mass-produced test like the College Boards be fair to students all over the country?" He answers, in part: "The question is equally applicable to all of the major testing programs used in secondary school work. . . . The actual fact is that there seems to be no difference in the performance of good students, regardless of section of the country." Of tests and testing, Mr. Bowles further states: "The ideas and methods of testing are basically simple and the use of test results is mostly common sense." Mr. Bowles also comments on the new policy of the College Board in accordance with which the schools may release all Board scores to students whenever they wish to do so. In Question 122, for instance, he asks: "When scores are released under this new policy, how can parents and students interpret them without technical knowledge of testing?" He answers: "The Board will supply interpretive material to schools for their use, but there is no doubt that there will be some problems in understanding the meaning of the scores. Some rough figures may help. The College Board estimates that, if all high school graduates took the Scholastic Aptitude Test, their average verbal score would be 350, and that, if all college freshmen took the SAT, their average verbal score would be 425. It must be remembered that about half of all high school graduates go to college, and that about half of the students who enter college fail to graduate. This justifies a rule of thumb that any student who scores 400 or better on both the verbal and the mathematical section of the SAT has the aptitude to do satisfactory work in any college. Students whose scores are below these figures represent a risk—they may or may not succeed in college depending on the college they enter, the courses they take, and how hard they work. But they are certainly not hopeless candidates just because they don't hit the 400 figure. The colleges that can take their pick among many applicants generally favor students with scores above 500 in both sections of the test, but all of them admit students with lower scores whenever the reasons seem good."

In Question 221, Mr. Bowles asks: "My son has always spent so much time on activities that he has never made good grades. His aptitude test score as a junior was very good. What are his chances of getting into a selective college?" He answers: "Uncertain. Admissions officers know that activities are often a kind of avoidance of schoolwork. From his high test scores and low grades, it is obvious that your son has never worked on his studies. This is a question of maturity. If your son can now force himself to use his ability on the less agreeable task of study rather than on the more agreeable task of leadership in activities, he will do well as a student, but a selective admission college may be unwilling to take a chance on this. He

should have a good chance with one of the colleges with a liberal admissions policy."

In Question 232, the author asks: "What colleges will admit students who have failed elsewhere?" He answers: "Almost none. When a student has been dropped for poor performance in his studies, the best thing he can do is to get a job for a year. Then if he wants to try college again, he can, if he is willing to shop around, find a college that will be willing to give him a chance."

In Question 258, Mr. Bowles asks: "*What is the smallest amount of money a student can spend on himself*, assuming room, board, and tuition are already paid?" He answers: "These expenditures vary greatly with type of college. What is a lavish expenditure in a state teachers college located in a small country town may be a low expenditure in a private liberal arts college located in or near a large city. The range of low expenditures is from \$250 to \$1,000; the range of average expenditures is from \$1,000 to \$2,000. High expenditures range from \$2,000 to about \$6,000."

In Question 263, Mr. Bowles asks: "What proportion of students have scholarships?" He answers: "About one fifth. The average scholarship is fairly small—about \$250."

In the matter of choosing among colleges, Mr. Bowles explains that the key problem is not so much that of choosing between good and bad as it is of deciding upon what is wanted and of knowing where to look for it. "Basically, these decisions have to do with size, cost, programs, location, facilities, and requirements." Mr. Bowles regards our 970 four-year degree-granting colleges and universities (634 of which are private and 336 public) as falling roughly into three categories. There are (1) those with *high admission standards*. "About 100 universities and colleges of all sizes—certainly no more—can be classified as enforcing high entrance standards. These institutions have more qualified applicants than they can admit, in a ratio of anywhere from one and one half to one, to ten to one. They can and do select their students very carefully. Perhaps ten of these are public institutions—universities and technical schools. The rest are private." There are (2) those with *medium admission standards*. "Perhaps 250 other institutions have what can be called 'liberal' entrance standards. That is, they will admit any qualified applicant, but will not admit any student who seems destined to fail. These colleges have no surplus of qualified applicants, but also no shortage of them. Some of them are moving toward higher entrance standards. About two thirds of these are private and one third public. More public colleges and universities may be expected to move into this category." And there are (3) those with an *open door admissions policy*. "All of the rest of the colleges—that is, in round figures, 600—have what might be called an *open door admissions policy*. That is, they admit all applicants who are high school graduates. About

40 per cent of these institutions are public and the rest are private."

As for the gaining of admission to a college or university, Mr. Bowles has this to say: "Any student who is a high school graduate can get into college somewhere in the country. He cannot always get into the college he prefers, but if he is a good student he can get into a good college; if a fair student, he can get into a fair college; and if a poor student, he is likely to get into a poor college." But once in college, there is the problem of being able to meet the demands of the academic pace as set by the faculty. In this connection, Mr. Bowles states: "Even in the most carefully selected freshman class, one student out of every twenty fails to return for his sophomore year. In less carefully selected classes, the loss may be as high as one student out of five, while in those colleges where there is no selection before admission it may be two students out of five." These are statistics which college-bound students, and particularly their parents, would do well to ponder.

There will, doubtless, be admissions officers, registrars, and college counselors in our secondary schools who will not find themselves in complete agreement with all the answers which Mr. Bowles gives to his long list of self-directed questions. By and large, however, these are the places in which Mr. Bowles has no recourse other than to draw heavily upon personal opinion or to generalize with figures or percentages. But the answers with which these critical readers will find themselves in some measure of disagreement are not numerous, and they are more than overshadowed by the good sense, sound judgment, and fullness of understanding which characterize the answers as a whole.

Extravagance of statement is always a questionable luxury for a reviewer to allow himself. I can see, however, no escape from the conclusion that *How To Get Into College* will easily become the best seller in its field.

W. G. B.

Eugene S. Wilson and Charles A. Bucher, *College Ahead! A Guide for High-School Students—and Their Parents*. New York: Harcourt, Brace and Company, 1958. Pp. xiii + 168. \$3.95.

*College Ahead* is directed primarily toward the high-school student who is looking toward college following graduation. It is logical, however, that the sort of information that is of interest and value to college-bound students is also of interest and value to their parents. Appropriately enough, therefore, the subtitle of this book reads: "A Guide for High-School Students—and Their Parents."

As the authors write in their Preface: "You are a student in secondary school; you have heard a lot of talk about college and admission to college. And you have to admit to yourself, if to no one else, that way down inside

you are worried about your chances of being accepted at the college of your choice." The authors continue: "This book offers you a systematic approach to the solution of problems that confront all college-bound students. It will not present a perfect plan for getting accepted at any college you choose, for *no college or university is right for everyone; nor is there any 'right' college or university for you.* There are many colleges that offer you an opportunity for a rewarding adventure in education. This book tells you how to discover your strengths and weaknesses, how to match your qualifications to college requirements, how to investigate colleges, and how to apply."

The authors are well-known to those familiar with the field. Eugene S. Wilson, Dean of Admission at Amherst College and a Charter Trustee of the College Entrance Examination Board, is a respected authority not only because of his wide knowledge of the subject but also because of his engaging sense of humor. Charles A. Bucher is Professor of Education at New York University.

The titles of the nine chapters which comprise *College Ahead* will give one an idea of the workmanlike way in which the authors have approached their subject. The headings are as follows: "Your Abilities," "Your Interests," "Your College-Preparatory Years," "Your Financial Resources," "How Colleges Differ," "You Choose," "How to Visit a College," "How to Apply," and "Make the First Year a Good One." The "Appendix" contains a short bibliography, a brief statement on military service, a list of the regional accreditation agencies, and a sample application and scholarship form.

The ability to mingle wit with wisdom is a felicity of mind which always makes an article by Mr. Wilson easy to read, and there is a pleasant display of this gift in the pages of *College Ahead*. This seasoning of wisdom with wit, for instance, enlivens the discussion of the faulty methods often used by students and parents in selecting the college that the son or daughter will attend. As the authors state: "The first faulty method we shall call 'family exposure.' One of your parents, a brother or sister, or maybe an uncle or even a grandmother, has attended an institution where he enjoyed the two or four happiest years of his life. From the time you were a little boy or girl you heard stories about that college—stories about great teachers, exciting football games, dances, and student pranks. The pennant of this college has stared at you from the wall over your desk since first grade. . . . Maybe you were given at age three one of those little shirts that carry the words 'Wisdom College, class of 19??.'" A second faulty method of college selection is described as "acquaintance exposure," which is closely allied to the first; and a third is that of submitting, without much thought on the subject, to social or economic pressures. "A fourth faulty method is selecting an institution because it has prestige. If you look

up this word 'prestige' in the dictionary you will learn that it comes from a Latin word that means 'illusion' or 'delusion.' Take either meaning you want." The authors then proceed to ridicule pleasantly the myth "that if you go to a 'prestige' college you will get a 'prestige' job on graduation," and they conclude this aspect of the subject with the following words of wisdom: "Nothing can handicap any boy or girl more than believing that attendance at a 'prestige' institution will automatically guarantee success. All that any college or university offers you is an opportunity to learn to do hard work; prestige does not come because you attended any special institution, but because you had talent and you used it fully."

The various chapters which comprise *College Ahead* are so uniformly good that it is difficult to choose among them. The chapter on "How Colleges Differ" contains, among other things, an admirable explanation of how colleges and universities differ in the "academic pace" as prescribed by the faculty. As the authors point out, this matter of academic pace is not a subject that is commented upon at any length in the college catalogue or in any of the numerous come-hither booklets or leaflets which colleges nowadays seem to have in plentiful supply. And yet, "If you have great intellectual ability and you find yourself with classmates who are less gifted, you will probably be frustrated by the slow academic pace of the classroom. If, on the other hand, you find yourself in class with students much more gifted than you, you will probably become discouraged by your lack of talent in this area." And, in this latter connection, the authors might easily have added: The chances are also better than even that you will be unhappy by reason of failure, and, as a consequence, your family will be unhappy, you will find yourself thinking unkind thoughts about your secondary school, and you, and particularly your parents, will wonder why the admissions office ever acted favorably upon your application. The three methods which the authors list as most helpful in ascertaining the academic pace of an institution are these: "by comparing the academic achievement of students from your high school at various colleges," "by investigating the kinds of assignments given to students in various subjects," and "by investigating the difficulty of gaining admission."

The chapter on "Make the First Year a Good One" is one of the best in the book. Once you are in college, you will find that there are "mood busters," or attitudes or states of mind, which year in and year out prove terribly upsetting to many a good student. "Not all of you," the authors write, "will encounter all of these mood busters, but at some time in your college career you will certainly see how these explosive forces can shatter confidence and hinder good work." These mood busters emerge in such comments from students as "I don't like my teacher," "I don't like the subject," "I don't see value in the subject," "I don't like my roommate," "I have no place to study," or in the matter of "sex," such as succumbing to the temptation of luxuriating in thoughts about your "one and only"

every time you try to study, or in the matter of "ego," such as worrying about becoming a "big wheel" on the campus. The advice on how best to overcome these mood busters is excellent. On the matter of ego, the authors state: "If you can be patient, your real worth as a person will be discovered in college. You won't have to sell anybody on your own importance. Anyone who has watched students go through college knows that the prominent men in freshmen year have often faded from the stage by senior year, and that many of the men who stand out in senior year were unknown when they were freshmen."

*College Ahead* is inscribed "To the counselors in secondary schools who, with an all-too-heavy work load and an all-too-light pay check, have dedicated their lives to helping our boys and girls find a happy and rewarding outlet for their interests and abilities." The alert counselor will certainly wish to have this volume readily available on the reference shelf at all times.

W. G. B.

*They Come for the Best Reasons—College Students Today.* Prepared by W. Max Wise for the Commission on the College Student of the American Council on Education. Washington: American Council on Education, 1958. Pp. xi + 65. \$1.00.

This little monograph, which can be read at one sitting, presents in five chapters an excellent composite picture of the modern undergraduate. All of us who have observed the post-World War II collegian from over our registration counters or from behind our counseling desks have recognized that he (or she) is in many ways different from his pre-War alumni brother. There is greater emphasis on security at the expense of ambition, a slightly superior smile at campus "traditions," a preoccupation with "getting finished" and on to "the job." Dr. Wise has caught all the new trends, traits, and quirks of the modern-day collegian, compared them with those of previous generations, and drawn many significant conclusions, some of which are documented facts.

Of special interest to registrars and admissions officers, preoccupied today with enrollment trends, is Dr. Wise's observation that the age group of the modern-day collegian has changed. The 18-21 age range simply is not broad enough today. As of 1956, only 55 per cent of total college enrollment was in the 18-21 category and "the proportion of college students over 21 years of age is steadily increasing."

Dr. Wise finds that today's students are more interested in knowing their teachers than, say, the collegians of the roaring 20's. This interest is not in the direction of personal friendship as much as in getting better opportunity to probe the teacher for depth and significance of the academic field the teacher represents. Today's student tends to structure the pattern of his educational future earlier and more definitely than students of by-

gone years. He is preoccupied with grades, not in the sense that grades represent mastery of knowledge, but as currency in job or graduate school placement.

Probably because of the insecurity of the times, Dr. Wise observes, today's collegian concentrates his energies "where he feels they will best serve him—on himself and his future" rather than in "causes" having a broader base. This individualism also leads, it is suggested, to a greatly increased interest in exploring religious ideas and in participating in religious activities.

The marked differences in today's student, Dr. Wise believes, call for a re-evaluation of the type of collegiate program offered to him. He is interested in standards, will support them and be proud of teachers who achieve national or professional recognition—again, not because of the mastery of academic field such recognition implies, but because it indicates that the student is getting his instruction from top-quality personnel. He is impatient with courses that duplicate or overlap, and, if challenge is lacking, he tends to migrate to where he thinks a challenge can be found.

One trait we may search for in Dr. Wise's list of current collegiate characteristics and not find: a description of today's humor. Youth without laughter tends to be grim and intense. In the search for a "program for tomorrow," some thought should be given to reacquainting otherwise "well-adjusted" youth to that lightness of spirit without which life loses savor and richness.

A final word should be added in commendation for the excellent documentation provided with this monograph. There are copious footnotes, charts and tables, seven pages of bibliography, and three final pages of suggestions for further reading.

THOMAS A. GARRETT  
Assistant Dean and Registrar  
St. Michael's College  
Winooski, Vermont

Neal Gross, *Who Runs Our Schools?* New York: John Wiley & Sons, Inc., 1958. Pp. 195. \$4.75.

If it shall be said hereafter that the reviewer of this book was prejudiced, let the record show that at least I did not hunt it out for review. It is not a book I was waiting for. Rather, it is a volume which the Book Review Editor of this *Journal* seemed to think was waiting for me. In my opinion—and it is the opinion not of an educator or a sociologist but of a newspaper man<sup>1</sup>—Mr. Neal Gross, the author, has perpetrated a misleading piece of academic boondoggling—Gross misrepresentation, you might say.

<sup>1</sup> The writer of this review is a News Editor of the *St. Louis Post-Dispatch*.

*Who Runs Our Schools?* is not an examination into the pressures that play about the heads of public school superintendents and board members, but a compilation of Kinsey-type interviews with such men on what they think about themselves, their jobs, and one another on the bare assumption that these are indeed the men who run our schools. Textually, the claims for this research are modest, and it may as well be admitted that a certain morbid interest attaches to the answers, but insofar as the answers are correct, they add nothing that was not already long known to any ordinarily competent observer. There is, of course, no necessary correspondence between what a school man (or any other man) thinks and says he thinks and the facts of the case. Every man has a vested interest in making himself look good, and, as the Psalmist records, in a different context, "All men are liars."

A member of the Harvard faculty, Mr. Gross is identified with "The Laboratory of Social Relations of the Graduate School of Education," the Dean of which, Mr. Francis Keppel, imparts a blessing. The purpose of his book, Mr. Gross says, "is to report a body of information that bears on a number of important questions about the public schools . . . derived from lengthy and confidential interviews with approximately 50 per cent of the school superintendents in Massachusetts and school board members." There are twelve chapters, seven appendixes, and a bibliography.

It is perhaps interesting to discover that Mr. Gross has discovered that lack of money is the reason most frequently cited by superintendents for their not doing better jobs in public education, or that more than a third of the superintendents believe that "deadwood" on the teaching staff is the second most important factor. It is hardly news, however, that communities and their school boards are more interested in the cost of education than in education itself, or that school board members choose themselves or are chosen for almost any reason under the sun but interest in the welfare of children.

Mr. Gross does not claim any statistical validity for these secrets except that he believes they are 90 per cent true for Massachusetts and probably have some broad validities elsewhere in the country.

I do not believe that any significant fact or truth about public education can emerge from asking administrators and board members what they think about themselves or their jobs or one another—as well ask the pigs for their opinion on the corn-pork-price formulas. I do not believe, as Mr. Gross assumes, that our public schools are "run" by their superintendents and boards. The observable fact is that our schools "run"—that is, operate—within areas of public pressures and defaults. I suggest that churches and trade unions have more to say about our schools than any board or superintendent; that the American Legion, chambers of commerce, real estate exchanges, parent-teacher groups, legislatures and boards of alder-

men, the butcher, the baker, the candlestick-maker, all have done more harm to our schools than any actual good that superintendents and teachers have been able to effect.

Mr. Gross evades the dragon with a flyswatter. Under his title, one had a right to expect more.

HAROLD TECUMSEH MEEK  
St. Louis, Missouri

*The Role of the College in the Recruitment of Teachers.* A Report prepared by Frederic W. Ness for the Commission on Teacher Education of the Association of American Colleges. Washington, D.C.: Association of American Colleges, 1958. Pp. 83.

If we ask around among our colleagues, we are apt to find a surprising number of reasons or an equally surprising ignorance of any particular reason for their interest in the academic profession. There seem to be as many ways into it as there are people to take them. Consequently it is a bit difficult to figure out just how to persuade young people to prepare themselves for college teaching. In the booklet prepared by Frederic W. Ness, there is an introductory chapter pointing out how a survey of colleges was made to discover whether they have programs to develop college teachers and what those programs are.

There are a great many different programs, a great many different methods of recruiting college teachers among undergraduates, ranging from administrative committees to Phi Beta Kappa and AAUP groups. There are faculty committees, faculty and administration committees, and alumni committees. There are also regional conferences designed to assist in recruiting college teachers.

The chapter which deals with identification of suitable students is a little discouraging especially in the final quotation, "Desirable Qualities of Prospective College Teachers." These qualities are intelligence, good attitudes, creative imagination, liberal education, professional promise, and physical and mental health—precisely the qualifications for any other profession. When we look at the factors which influenced choice of a college teaching career, we find again that they are very largely the sort of factors that influence people to choose any other career.

On the other hand, it is clear that whereas those who hope to enter other professions have often made up their minds to do so before going to college, sometimes those who go into college teaching do not do so before they are in graduate school. The real problem is to catch good prospects early. And for all the various methods shown, especially in Appendix I, perhaps the wisest word is that of Dean Glenn J. Christensen of Lehigh University:

"I am more than ever convinced that the only effective way to handle the problem is by slow, getting-acquainted, person-to-person procedures. The students we are looking for are of two kinds, those already inclined or committed to graduate study and possibly to teaching, and those with all the potential but no inclination either for or against. The first we must judge, and, if our judgment agrees with the student's, encourage along the path already chosen. We need to make them sophisticated, a little at least, so that the almost inevitable discouragements and disillusionments in the coming years will not make them give up the whole idea.

"With the second group the problem is more complicated. We need a two-stage approach, although the stages will overlap. The first stage is getting them interested in graduate study. . . . But we need to draw them farther into the faculty side of college life than most students get. There are many ways to do this, and here the imagination and resourcefulness of the individual professors are most important. There are personal ways, conferences, invitations to our homes, or to lectures and other such events which the student might not attend by himself. Anything that establishes rapport with the student helps."

S. A. N.

John A. Pollard, *Fund-Raising for Higher Education*. New York: Harper & Brothers, 1958. Pp. xix + 225. \$4.00.

Perhaps Frank W. Abrams puts it best in the closing words of his foreword. The former chairman of the Board of the Standard Oil Company of New Jersey terms this book a "call to arms." Though writing on it was begun in 1952—five years before encircling Sputniks were to send some of the critics of our educational system in circles themselves—there is little doubt that higher education must meet both problems of quantity and quality in the years ahead. Recognizing that a task as important as this requires assistance from all sides, Mr. Pollard presents fifteen chapters of well-documented facts and figures on "fund raising" and "friend raising." His approach is truly a "call to arms" to anyone desirous of acquiring financial assistance for a particular institution of higher learning. In a fiercely competitive society like ours—particularly so when the dollar is involved—most causes are judged on their respective merits. If we, the colleges and universities, are to expect adequate support from our constituencies, then it behooves each of us publicly to "put our best foot forward." Quite appropriately, the author examines the far-reaching ramifications of this diversity of activity under the Chapter One heading of "The Bedrock of Good Public Relations."

Granted that the continuing educational program of an institution is such that it warrants support from alumni and friends, there must yet be

one tremendously important factor to reckon with before a successful development program blossoms into maturity. This prerequisite in the words of the author is "leadership and teamwork." As he puts it: "One comprehensive and cardinal principle lies at the root of the most notable fund-raising achievements: no appeal for support can be made effectively without a good case, first rate leadership, and co-workers thoroughly committed to the cause and willing to go to the right sources and ask for money." At some length, and often in the form of specifics as successfully practiced by some of our colleagues in development work, Mr. Pollard reviews the techniques and the timing, as well as the methods and machinery for launching a "self-help" program.

With an organization once established to carry on the program, attention is then devoted to the various avenues from which assistance can come to the institution. According to a survey of voluntary support conducted by the Council for Financial Aid to Education in co-operation with the American College Public Relations Association, the main sources of contributions are: alumni, other individuals and/or families, non-alumni and non-church groups, business corporations, general welfare foundations, governing board of the institution, governments, religious denominations, bequests and trusts, annuities and life contracts.

To the majority of colleges and universities, which according to American Alumni Council statistics operate only limited development programs, the last half of Mr. Pollard's book will be extremely interesting, and no doubt profitable. After a thorough discussion of "alumni funds," maintained annually by 442 colleges, universities, and schools, the intricacies of such other subjects as estate planning, foundation grants, and business support are explored. So, too, is the matter of tax benefits to donors in a manner to stir the imagination of even the newcomer in the development field.

When reduced to simplest terms, this book offers not only the "why" but the "how" in the increasingly important area of university administration known as "development." The author probably makes the best case when he writes in closing: "The basic fact is, simply, that a development program is an organic part of any institution which aims to grow in quality and in the scope of service provided for its supporting publics. It is important for every college and university and professional school to start a development fund, if one is not already functioning. Then the raising of funds—which are its lifeblood—can be carried on systematically by the institution in good times and bad, in peace and in war, to meet foreseeable needs and to cope with emergencies when they arise."

RICHARD L. BITTERS, *Director  
The Ohio University Fund, Inc.  
Ohio University, Athens*

Howard Mumford Jones, *Reflections on Learning*. New Brunswick: Rutgers University Press, 1958. Pp. 97. \$2.75.

Fear is raising havoc in education. Fear of integration in the South has led to the closing of many primary and secondary schools. Less spectacular but far more ominous than these closed schools are the curriculum changes going on all over the country in the schools that are open. Fear of Russia has convinced many people in high places that education's greatest contribution should be the training of more scientists and technicians for the greatest arms race in history.

Russian progress in technology has certainly been spectacular. Within four years of our demonstrations over Hiroshima and Nagasaki, they had developed their own A-bomb. In August of 1953 they had an H-bomb. On October 4th, 1957, they launched the first artificial satellite; one month later, they put up a second Sputnik. Quite recently they have initiated a satellite of the sun.

For their exploration of space and for their other excellent work in connection with the International Geophysical Year, Russian scientists have received world-wide congratulations from their fellow scientists. At the level of Government, however, these scientific advances have resulted in near hysteria. President Eisenhower was unable to compliment the Soviets after Sputnik I. Loud laments were heard to the effect that scientific education in the U.S. was inferior to the Russian system; that we needed to revise our curriculums and turn out ten times as many technicians as we had been producing.

One year after the Russians fabricated the A-bomb, Congress created the National Science Foundation and appropriated \$225,000 for the year 1950. By 1956 the appropriations had grown to \$16 million; the 1958 Budget Message asked for \$140 million for "scientific education."

At this place, Howard Mumford Jones begins his *Reflections on Learning*. His concern is with the effects the Governmental pressure for more scientists and technicians will have on our future. Being a sensible man, he knows that science is an important part of man's knowledge and he wishes to see it well taught; being a wise man, he knows that an education that stresses science to the exclusion of practically everything else is a dangerous education indeed. "I think there are more parts to learning," he says, "than science, engineering, and the mastery of foreign languages for purposes of national defense."

What is needed, of course, is a balanced curriculum: one with science, and the humanities, and the arts. For the values of the last two divisions, Professor Jones, formerly Dean of the Graduate School at Harvard, now Chairman of the American Council of Learned Societies, is an able spokesman. He surveys the existing situation without panic or bias. He ex-

amines the deficiencies of much present-day teaching in language and the arts. He clarifies goals; he suggests changes in approach.

The subject of this book has been bandied about by so many less able men than Jones, and the place of the humanities and the arts in the good life has been given so much cheap lip-service that many a person may be tempted to shy away from this small volume. Those who do so will cheat themselves of a rare experience, for Jones has much to say and he says it well. The use of quotations is cogent. The style is forthright. The presentation is so succinct that this reviewer finds himself unable to compress it further in order to make a *précis* of it.

I feel confident that all academic readers of *Reflections on Learning* will want extra copies to pass on to key people in the faculty: not only to policy makers in the Sciences, but also to their colleagues in the divisions of Social Sciences and the Humanities.

GEORGE S. McCUE  
*Associate Professor of English*  
*Colorado College*  
*Colorado Springs*

*College Teaching by Television*, edited by John C. Adams, C. R. Carpenter, Dorothy R. Smith. A Report of a Conference Sponsored Jointly by the Committee on Television of the American Council on Education and the Pennsylvania State University at University Park, Pennsylvania, October 20-23, 1957. Washington: American Council on Education, 1958. Pp. xii + 234. \$4.00.

As long ago as 1952 a series of conferences (of which the first was on the Pennsylvania State University campus) considered the implications and applications of television to higher education. For the follow-up conference held in 1957 the plans reported in this publication "were based on the assumptions that (1) television as an instrument of education has earned an established role in American Education; (2) television's place in education needs to be greatly expanded and its effectiveness improved; and (3) the most crucial and promising possibilities lie in improving the process of teaching and learning by television." Accordingly, this conference focused attention to college teaching by television and this medium's strengths and weaknesses and purposes.

The most significant conclusion which may be drawn, and one clearly reported by Richard J. Goggin, is that "All research studies and evaluations up to this time conclude that there is 'no significant difference' between student learning achieved through instructional television and that achieved through conventional face to face classroom teaching." The

wealth of evidence presented to this conference indicates also that while the critical stage of development is now passed, the task ahead is arduous.

Problems of "feedback" (discussion between the lecturer and his students), use of visual aids, testing techniques, attitudes of teacher and student, organization and presentation of course materials, production techniques, and other problems have been identified. However, a given problem may evoke paradoxical solutions, and educational television has not escaped this truism. For example, many experiments have been conducted by broadcast (open circuit) and closed circuit production techniques under a wide variety of conditions. The evidence thus far accumulated is inconclusive as to which plan of presentation is best. That a single production technique will be developed which will be superior to all others is problematical. What may be discovered is that a certain production technique is best suited to a certain course or discipline. This and other complex issues will undoubtedly continue to be studied so that optimum uses of television as an educational medium may be developed.

What of the future of educational television? The papers included in this book express the intensity of purpose of those who believe televised instruction can serve the cause of education in the conventional way as well as in certain ways which are beyond the means of the conventional medium. In a conference address entitled "Breaking the Barriers," John E. Ivey, Jr. offers an illustration which exemplifies the imaginative thinking in process. "Suppose, for example, that it were possible to have a political science course in which men like Dwight Eisenhower, Harry Truman, Adlai Stevenson, and Dick Nixon would lecture from time to time via television to political science students throughout the United States. Instead of the political science students' having a limited experience with their professor, think of the experience and impact this course would have, taught over a national educational TV network, by men of this caliber! You can't do anything like this in education without television."

The report envisions that the attendant problems resulting from the ever-increasing demand for a college education will in part be solved by the effective use of this medium. Even now, colleges are experiencing the effects of rising enrollments, much as the elementary and secondary schools have experienced shortages of qualified teachers and adequate facilities. Another problem, particularly for the nontax-supported colleges, which rising enrollments will aggravate, is that of financing. If television does not hold solutions for us, how else can these grave problems be solved? If this medium is to contribute to the future welfare of American Education, we must recognize its potentialities and plan for its use.

*College Teaching by Television* contains valuable information in the

form of research results, opinions, experiences, and judgments of those who have contributed toward the development of educational television. The American Council on Education has rendered an invaluable service to those interested teachers and administrators who will read *College Teaching by Television*.

RAMON A. VITULLI, Registrar  
*University of Houston*  
*Houston, Texas*

Lloyd S. Woodburne, *Principles of College and University Administration*. Stanford, California: Stanford University Press, 1958. Pp. 197. \$5.00.

This work should be a welcome addition to the libraries of college administrators and faculty members. Very little material is available in the general area of college and university administration. Specific areas of college administration have been treated, but the reviewer is unaware of a current publication which attempts to cover the comprehensive scene as does Lloyd S. Woodburne in his volume, *Principles of College and University Administration*.

Woodburne assumed a difficult task. Anyone who has had experience in the administration of higher education and has attempted either in the classroom or in print to enunciate clear policies and procedures in these matters will understand readily the magnitude of the task. A university is a complex organization, and its academic functions and professional personnel cannot be reduced to mechanical methods of administration and operation.

Woodburne suggests that effective administration is to be sought through mutual respect and understanding among the various levels and through an ever-increasing attempt towards better communication. While these are not easy principles to implement, experience suggests that they are all essential. What Woodburne is saying is that there is no simple solution to the complex problems of university administration. One gets the impression that Woodburne raises more problems than he solves; but this is the feeling which most university administrators have when they seriously set themselves to the task of academic leadership.

Woodburne is at his best in dealing with faculty and departmental administration. His analysis of the place and function of the academic department is extremely well put. He points out that policy formation and general administrative decisions if they are to be effective must be applied, adapted, and interpreted at the level of the department where the work is primarily carried on. Consequently, Woodburne urges that joint conferences with people representing these operations be had with central administrators before major policy decisions are reached. Such conferences may result in somewhat different policies, but they will almost certainly

produce policies better adapted to actual conditions. After stressing the necessity of consultation, the author lays down the functions of the department and of its executive officer, the departmental director. Woodburne stresses that the primary concern of the departmental director should be appointments of faculty, promotions, budget, tenure and salary problems, and the assignment of teaching duties. He cautions against the ever-present temptation for departmental directors to become bogged down in routine details. The latter time-consuming tasks should be delegated within the department. The author recommends a balance of power within departments. He remarks that some years ago many departmental heads possessed autocratic powers. The committee system has rectified much of the imbalance of the past, but excessive committees may well lead to a new imbalance without any compensating efficiency.

The chapters dealing with faculty personnel and procedures of tenure and promotion are noteworthy. They represent the growth of the author's thinking since his earlier work, *Faculty Personnel Policies in Higher Education*. These works, taken together, represent our best sources for serious study on these most important problems. The discussion dealing with the development of promotion criteria, together with the formulation of standards of judgment for a basis of comparison from department to department, is presented extremely well.

The discussion on physical plant and budgetary control is meager and hardly does justice to these subjects. The reviewer had the same negative reaction to the chapter dealing with the functions of the dean of students. These areas have been dealt with more adequately and, perhaps, with more understanding in other publications. The reviewer has the impression that Woodburne added these chapters for completeness of the entire area of university administration without attempting the same exhaustive treatment with which he presented other areas of administration.

*Principles of College and University Administration* makes a notable contribution to the field. It should be required reading of all responsible for the functioning of the institution. If the author's basic assumptions and recommendations are accepted by a university community, the framework for effective operation will be established. The actual operation of an institution will hardly ever be less than complete; with Woodburne's assistance the operation can become more co-operative and meaningful.

JEROME J. MARCHETTI, S.J.  
Executive Vice President  
Saint Louis University  
Saint Louis, Missouri

Ordway Tead, *The Climate of Learning: A Constructive Attack on Complacency in Higher Education*. New York: Harper & Brothers, 1958. Pp. 62. \$2.50.

A college administrator with whom I once discussed the climate of learning, or, as we called it, "the college atmosphere," argued that the way to improve the atmosphere is to fill up campus sinkholes and remove campus garbage heaps. He himself, however, had never learned to use a shovel, and he was a little fearful of anyone else who might disturb the nicely balanced educational structure.

Ordway Tead rightly says that some colleges already have a climate conducive to learning and that others could and should have such a climate. He writes out of "the desire to register a plea that quality of performance be stressed more consistently on more campuses." He offers what he calls practical means of accomplishing his end. Perhaps because he was developing his subject in a single lecture (here expanded), the means seem oversimple and overpractical for human institutions humanly administered.

The first great lack, as Dr. Tead sees it, "is in the leadership to press these learning objectives with persuasion and courage." Since the average tenure of the college president in America is only four years and the president is becoming increasingly a financial officer, the leadership should be given to an "academic dean or similar officer"—to someone "charged unmistakably with dynamic, realistic responsibility for advancing the college's educational policy and program."

Next Dr. Tead would have "a more widespread grasp among faculty members of what constitutes significant learning." Such a statement needs to be made repeatedly in the field of education. Subjects like English, history, and foreign languages should have relevance in the process of education, and the teacher should make the student aware of their relevance. At the same time, I think it fair to say that Dr. Tead betrays a bias against general education in favor of vocational and professional preparation. He seems to think that teaching in college should have the same kind of relevance as teaching in professional schools (he uses law as an example) and on the athletic field (he refers to "football-learning and football-winning"). It would be pleasant to expect the academic teacher to create the same drive toward his more distant and less material goal as the football coach, and perhaps with the same kind of culled material and financial resources he might do it.

Then comes the choice of students. The "high test students" can take care of themselves. "The challenge of securing truly enthusiastic self-propulsion toward academic effort is rather to be found most among the far larger proportion of young people with I.Q.'s from 100 to 125." To meet this challenge he advocates "pitching the classroom attack to the student level of knowledge." It is at this point, I think, that the greatest

difficulty in American education arises. We cannot afford to neglect our brilliant students with their almost infinite promise. At the same time, we cannot expect such students to keep interested in the extra practice and busy-work necessary for the poorer students. Nor can we expect, with the emphasis on grades, scholarships, and leadership in campus activities, that the more capable students will ordinarily compete with the weaker students except on the level of courses offered for the weaker students.

Such problems can be solved, and Dr. Tead rightly points to the administration for making the start, but the solutions are not likely to be easy. The individual college can act independently if it wishes, but before we can expect groups of colleges to act simultaneously, we may have to be able to assure students and their parents that studying really does pay off—in material or other sufficiently desirable rewards.

JOHN W. BOWYER  
*Professor of English*  
*Southern Methodist University*  
*Dallas, Texas*

Herbert Block, *Herblock's Special for Today*. New York: Simon and Schuster, 1958. Pp. 255. \$3.95.

Herblock belongs in the great tradition of satirical cartoonists, with Nast and Kirby, although he is not at all like either of them. Kirby, who satirized affairs much more than he did men, was not usually funny; Nast, who satirized men, was not usually funny. Herblock, satirizing both men and affairs, is often funny—just when he wants to be. For his treatment of fools is not at all like his treatment of scoundrels: one can laugh at his fools, but not at his rascals. Yet fools and scoundrels alike appear vividly just as he wants them to.

Herblock is perhaps foremost among our cartoonists who are not in the least afraid to show just what they think should be shown, unlike so many of our writers. In his patriotic belief that any fool who jeopardizes our national welfare should be exposed, he is scared neither by symbols nor cows, however sacred they may be. A pious menace is a pious menace to him; and a dangerous ruffian is a ruffian, whatever his title. Not everybody will agree with Herblock's opinions, but no one need doubt what they are. On the other hand, a great many of us, understanding him, will gladly say, "Amen."

For all his pre-eminence, Herblock does not stick to his last: he also writes, and in writing demolishes an adage. For the writing is almost comparable to the drawing in his latest book, as it has been in others. This

is to say that he writes excellently, and with the same intolerance of sham, public piety, titled imbecility, pretentious ineptitude, and hypocrisy and villainy. He writes so well that even without his cartoons *Herblock's Special for Today* would be worth the price. As a matter of fact, the two editorials he wrote, which appear in his last chapter, are worth it. There is no laughing at rascality, though it is exquisitely exposed; but there is laughter at stupidity—just about the only defense against it.

Although the book is one for every citizen, it is unusually suitable for academic reading. Those who are worried, with all justice, about the future of American education, and who wonder just where the obstacles are to essential progress, will find out unequivocally from Herblock just who has put a stop to progress. Those who hope to get enlightenment on foreign affairs will find a bright beam. Those who should know who the mud-slingers, liars, hypocrites, bribers, unfaithful public servants, and public menaces are, will get an unmistakable introduction from Herblock. Those who need help in spotting pious frauds and decorated nonentities can get it from Herblock.

Furthermore, students can learn from Herblock that it is possible to discuss domestic and foreign affairs, and the men who mismanage them, clearly, brightly, amusingly or contemptuously, and briefly. They can learn how much can be said to the point in a few words, and those words familiar and vigorous. They can get a new perspective, if they need one, on official and editorial verbiage and jargon. And they can find out, if they have not found out, that it is better to know what is going on, and who is doing it, than to relax in the jejune assumption that somehow the bigwigs are going to develop brains under the hair, and get us out of our mess.

Students can see and read about politicians depriving American children of education; politicians stirring the antagonism of the majority of mankind (for that majority is not white); politicians wasting our heritage of land and intelligence. It is unlikely that they will have to be told that this is giving aid and comfort to Communism. The only thing they will have to be told, perhaps, is that not all those concerned in public affairs are like some.

And just possibly they will learn what so many of us have not learned, in all our years of watching the world run ruinward. Just possibly they will learn that one honest satirist of genius is worth more than all the propounders of cheerful imbecility, patriotic venom, pious platitudes, and irrelevant helplessness. Worth more to the country and to you and me, if heeded. Worth more to coming generations.

If any one thinks that Herblock exaggerates unduly and improperly, let him take a good long look at the originals of the cartoons, or their photo-

graphs; let him read a few accounts of press conferences; let him read editorials. Then, once more, the last chapter in Herblock's book. That chapter, by the way, is worth most textbooks in semantics taken all together.

Nast saw the downfall of the corrupt gang he exposed; Kirby saw the downfall of the hypocrisy he scorned. Herblock may profit by their example.

S. A. N.

## In the Journals

E. T.

In the December 20, 1958, issue of *School and Society*, Stephen A. Freeman, Vice-President of Middlebury College and Director of the Language Schools, emphasizes the need for "Expanding the Teacher's Horizons." An intensification of the intellectual content of our teacher education curricula is needed in order that the teacher may have a broad perspective of the various fields of knowledge and their interrelation. The teacher cannot open doors for his pupils unless he has first walked through these opened doors. In the last twenty years America has had world leadership thrust upon it; but before it will be a true world leader, it must learn an open-minded humility. The proper study of a foreign language is a major influence in creating the international viewpoint a teacher needs. The experience of the study of a foreign language and the first-hand experience of a foreign culture through the language are of more importance than the skill. An awareness of language as *behavior* is an important element in the education of teachers. In the study of a foreign language the pupils discovers that other peoples express themselves differently but just as effectively and that other peoples think different thoughts that are just as logical, reasoned, profound, and intellectual as our thoughts. It makes little difference which language is studied, if it is properly taught it brings about an attitude of open-minded humility which is the basis of real culture. Mr. Freeman finds the situation of foreign languages in teachers colleges very disturbing. Of the 281 undergraduate institutions recognized for listing by the National Council for Accreditation of Teacher Education, only 20 had a foreign language requirement. Twenty of the 108 independent teachers colleges included in the above did not offer any foreign languages and only three had a foreign language degree requirement.

Language instruction for the nonspecialist is the task of the high schools, or even the grade schools, but the colleges will have to set the pace for the high schools by requiring competence for admission. Beginning with our school teachers, we must raise up a whole American people who understand, or who will try to begin to understand, the minds of other peoples—their problems, their needs, and also their achievements and their contributions to civilization.

The November issue of *Antioch Notes*, published by Antioch College in Yellow Springs, Ohio, takes up the problem of "The College and the Computer." Edmund Churchill, Acting Director of the Antioch Computer Center, believes that "Colleges and universities cannot long ignore it (the

electronic computer) if their students are to be well prepared for the world into which they graduate." Courses in computer design, programing, and use have established places in university catalogues. But what can a small college do? At Antioch, which has an enrollment of twelve hundred students, the computer was donated; and by making the computer available to nearby industry and sponsored research programs for four or five hours a day they believe the center can be made self-supporting. The computer will be used not only for the education of students, but also as an aid to the College's research into its educational program and to members of the faculty in their own research. "Rather than prepare a few specialists, ready to operate a computer on their own, we hope to provide a basic understanding of how a computer can be used, of its potentialities and its limitations, to a major part of the Antioch student body," says Mr. Churchill. The program will stress the choice of the most suitable equipment for the handling of each problem. The center is already considering other future uses such as sharing the center with other small colleges, having short workshops for high school seniors, and conducting adult education seminars on a computer's potentialities.

Algo D. Henderson, Director of the Center for Study of Higher Education at the University of Michigan, warns against the education of the masses by mass education in his article entitled, "Do We Want Bigger and Better Panty Raids?" which appears in the December 1958 issue of the *Association of American Colleges Bulletin*. In many foreign countries where the responsibility of the university is limited to registering, lecturing at, and examining the students, we find mob techniques used in demonstrations of unrest and discontent as a result of student frustrations. Mr. Henderson gives examples of this kind of rioting in Chile, Japan, Ceylon, and South America. British and American universities are different in that they have assumed responsibility for the whole moral, physical, and intellectual life of the student. The community life of faculty and students and a direct relationship between the professor and the student have been basic characteristics of these universities. Student government and student activities also tend to make the student feel he belongs, as he cannot in the horizontally segmented world of the continental university. The community spirit of the college campus, the intercommunication of faculty and students, and the opportunity for many students to participate in leadership roles in extracurricular activities are threatened with the growth of bigger and bigger universities where lectures may be given to a thousand at a sitting.

Mr. Henderson notes some principles of education. A college or university "should be a community of people, some more knowledgeable than others, gathered together to learn." The student needs to feel a sense of

belonging. He needs recognition and a pat on the back from a professor who knows him. Diversity of programs is needed because the differences among individuals increase as age increases and the occupational and interest outlets become more varied as society becomes more complex. "Education is a process of passing wisdom from generation to generation. The means is not a funnel through which information is poured from an older mouth into a young ear. Bridges of intercommunication and interaction must be built—as many as possible."

To preserve the personal factor in education, decentralization of programs and facilities is essential. This calls for the creation of new institutions such as the two-year community colleges. Many of the several hundred small colleges that now exist are not being used to capacity. Another possibility is decentralization within the larger university. The colleges need to see that the national problem and the institutional problem are not necessarily identical. They can determine their optimum size for quality performance and select students accordingly. It may become necessary to handle larger groups in the classroom, but lectures should be followed through with opportunities for discussion and individual projects. We should not alter the character of our institutions because of a temporary shortage of teachers. The campus leaders among the students need positive direction through friendly counseling. We need to do a better job of general education. And the larger universities need to make certain that the community life of the campus is not lost. Mr. Henderson concludes, "It would be easy to persuade ourselves that because we have found mass-production methods efficient and economical in industry, we should resort to them in higher education. But the human being is not a machine, and the education of each individual is an experience that is unique to him."

## Reported to Us

M. M. C.

Paul H. Farrier, executive secretary of the Council of Higher Education, returned to Virginia Tech October 1 as Director of Admissions. In the fall of 1956, Dr. Farrier was granted leave of absence from duties as Director of Admissions to become the executive secretary of the Council of Higher Education which had been established by the 1956 General Assembly. In his absence, Landon E. Fuller, professor of English, who had been assisting in the admissions work for several years, served as Director of Admissions. He will continue as Associate Director of Admissions.

Ronald D. Brooks, formerly Registrar and Director of Admissions at Wesley Junior College, Dover, Delaware, has been appointed Registrar and Director of Admissions at Monmouth College, West Long Branch, New Jersey. Mr. Brooks, who has been an instructor in the Business Department at Monmouth College for the past three years, succeeds Miss Ruth Nebel who was registrar from 1945 until August 1958, when she left to be married.

Word has been received of the death on June 9, 1958, of Francis J. Campbell, Registrar at Boston College.

Louise K. Rotha, Registrar at St. Mary's Seminary Junior College, died September 11, 1958.

Registrar at Earlham College is now Myra Jane Coate. The Admissions Director is Darrell M. Beane.

Mabel Montgomery, formerly Supervisor of Credentials at the University of Buffalo has become Associate Professor of Mathematics at Buffalo State Teachers College. She is succeeded at the University of Buffalo by Mrs. Nina Berner. Miss Dorothy Eells, who had been Assistant to the Registrar at the University of Buffalo, is now Registrar at the Buffalo State Teachers College.

After forty years as Registrar of Worcester Polytechnic Institute, Gertrude R. Rugg will retire on June 30, 1959. Miss Rugg expects to enjoy the free time with family and friends.

Last fall Miss Julie Sanders was made assistant to the Director of Admissions at Mary Baldwin College.

Lawrence G. Derthick, U. S. Commissioner of Education, has named William Riley Parker, Distinguished Service Professor of English at Indiana University, to head the Language Development Program under the National Defense Education Act. Kenneth W. Mildenberger, who has been serving as consultant on the program, was named Assistant Chief. The Language Development Program (Title VI of the Act) is designed to meet the expanding needs of the United States in this field by providing improved and broader language training facilities. It contemplates the establishment of Language and Area Centers and Teacher Training Institutes as well as an intensive research program. Congress has appropriated \$800,000 for these purposes during the fiscal year ending June 30, 1959.

Dartmouth College has received a grant of \$1,500,000 from the Rockefeller Foundation to assist in the development and expansion of its five-year program integrating liberal arts studies and the basic medical sciences. Under its terms the grant is to be used "to strengthen teaching and research in the physical, biological and medical sciences, and in mathematics." A third of the grant is available to help finance construction of a projected new medical sciences building. The grant is a major contribution to the \$10,000,000 which Dartmouth is seeking to finance its new and expanded Medical School program. The Dartmouth program, which the close relation of the college and Medical School makes possible, will give the students a continuing educational experience, from the undergraduate premedical years through the first two years of graduate work with exposure to combined faculties co-operating in a program of liberal scientific education.

The fifth annual Institute on College and University Administration will be held at the University of Michigan during June 22 to 26, 1959, inclusive. The Institute will be followed by a two-week Workshop on the Community College, June 29 to July 10.

The program of the Institute will focus on five major themes or problems of higher education: faculty personnel policies, philosophical foundations of the curriculum, college-community relationships, student personnel problems, and the theory and practice of administration. The Institute is conducted by the faculty of the Center for the Study of Higher Education, including Professors John S. Brubacher, M. M. Chambers, Jesse P. Bogue, James M. Davis, and Algo D. Henderson. Other resource leaders of national recognition will participate. Dr. Bogue will conduct the Workshop on the Community College.

The Institute for 1958 enrolled 57 college and university administrators. They represented 54 institutions, from 21 states and 2 foreign countries. Information about the Institute or the Workshop for 1959 may be

obtained from the Director, Algo D. Henderson, University of Michigan, Ann Arbor, Michigan.

A new major in Diplomacy and World Affairs has been established at Occidental College this year. This has been aided by the endowment of a professorship in the field by Mrs. Stuart Chevalier in honor of her late husband, under an agreement establishing the Stuart Chevalier program in Diplomacy and World Affairs. This gift makes possible an enrichment of undergraduate instruction in the fields of international relations, law, economics and the problems of foreign service. It also permits graduate instruction in the practical and professional aspects of diplomacy.

Courses in Russian are being offered at Occidental College this year, with two sections of work for elementary students.

An experimental college will be established by Wayne State University, Detroit, with the assistance of a \$700,000 grant announced by the Ford Foundation. The grant will help finance the planning and initial evaluation of the new college, which will open September 1959. The purpose of the new college is to develop an improved program in general education, "that common body of ideas and knowledge which every educated man should possess," according to Clarence H. Faust, vice president in charge of the Foundation's Education program.

The major innovation of the new college is that all students will be required to take work in the natural sciences, social sciences, and humanities throughout their four undergraduate years. Within these areas, customary divisions of subjects into academic courses will be largely discarded. Instead, traditional academic studies will be combined to form courses covering basic fields of knowledge. Training in English composition will be an integral part of all studies in the curriculum. The college will also experiment with new arrangements for the better utilization of faculty time and for improvements in the conditions of learning. Courses will be taught through a combination of large lecture classes, small discussion groups, and independent study.

The college will stress independent study. In the senior year, students will participate in a colloquium (discussion-group course) in which they will pursue about half their studies without direct instruction from the faculty. Since the amount of time students spend on independent study will increase as they move through the program, instructional costs will be highest during the freshman year and lowest during the senior year—the reverse of the prevailing instructional-cost pattern.

A unique educational opportunity is being offered Ripon College students this summer—a chance to study the Renaissance culture in Europe

under the guidance of a professor from Oxford University in England. Six hours of credit are being offered for studies to be completed in seven different European countries during the summer. In the form of a traveling seminar, the tour will start at Exeter College, Oxford University, and will visit six other European countries during the 65 days the students are actually in Europe. Students will sail for Europe the last week of June and return to the United States during the second week in September.

Wayne State University's College of Education and Graduate School again approve credit arrangements in connection with the Twelfth Annual European Travel Study Program in Comparative Education. Personally directed by Dr. Wm. Reitz, Professor of Education, the travel-study will leave Detroit on June 18 and return on August 16, 1959. Visiting 8 countries during the 60-day journey, this program is designed to provide teachers, students, and other professional people with an opportunity to survey selected highlights of the life and culture of Western Europe. There are approximately 350 alumni of the past 11 programs. Persons may qualify to earn up to 6 hours of undergraduate or graduate credit to apply on degree programs, for teaching certification, for annual salary increments. Others may register for "audit" credit and participate in the program for purposes of personal enrichment.

There is, apparently, only a slight relationship between the amount of time that a representative group of Illinois Institute of Technology students spend in study and the grades they receive, according to a more detailed analysis of the first Survey of the Use of Student Time. The initial survey report indicated that students with high, average, and low semester grade point averages spent approximately the same amount of time in study each week. A more detailed analysis was made, taking into account the fact that the students in the survey group carried academic programs varying from 11 to 21 hours a week (17 credits was the median program).

This was done by computing the number of study hours per hour of credit. For all the students in the survey group, the average was 1.5 hours of study each week per hour of credit. The highest ratio reported was 4.0. and the lowest was 0.34. The results were:

<i>Credit Hour Ratio</i>	<i>% of Group</i>	<i>Average</i>	<i>Semester G.P.A.</i>	
			<i>Max.</i>	<i>Min.</i>
2.0 or more	27	2.74	4.00	1.38
1.5 to 1.99	25	2.36	3.53	0.89
1.0 to 1.49	25	2.47	3.56	0.58
Less than 1.0	23	2.56	3.88	1.28

In reading the above table, it should be kept in mind that the semester

GPA of the survey group was approximately 0.15 grade point above the all-school average. One possible contradiction of this may be due to the following explanation: Students of high, average, and low ability are included in each of these four groups. That is, a student of low ability would be expected to put in a great deal of time just to keep up with his studies, while one of high ability could "get by" with a minimum of study.

To test this, the survey group was again divided into three groups of high, average, and low ability. The measure of their ability was the A.C.E. test, given as a part of the orientation program to all entering students. The results indicated that, even though ability was taken into account, there was little clear relation between grades and study time. The entire procedure was repeated with the measures of quantitative ability and linguistic ability, but no clearer relation appeared from these analyses. However, the numbers in each grouping resulting from this two-way division were so small that no great confidence could be attached to the results.

Why should there be no apparent relation between grades and amount of time spent in study? A large number of hypotheses might be offered, each one of which would require detailed analysis to prove:

Students vary widely in their ability to make effective use of study time.

The particular ability test used at IIT may not be the one which best correlates with grades here.

Grades may not bear a close relation to the amount learned.

Courses vary greatly in difficulty, even though they carry the same credits.

Other unanalyzed, or unmeasured, or even immeasurable personality characteristics may be more important in determining a student's grades than either ability or amount of time spent in study.

The survey indicates, then, that though a student has high ability, and spends a great deal of time on his studies, this is no guarantee of high grades.

Another result of the survey served to answer the question, "Are students really working as hard as they claim to?" At the beginning of the survey, each student was asked to record his estimate of the amount of time he spent each week in study. This figure was then compared with the amount of time he actually spent in study during the survey week. Fairly close estimates (within 3 hours a week) were made by 36 per cent of the students. Another 36 per cent of the students overestimated the time they spent, by amounts ranging up to 35 hours a week. The final 28 per cent of the group underestimated the time they spent, by amounts ranging up to 30 hours a week.

One clear correlation emerged from this analysis. Of the students spending more than 1.5 hours of study each week per hour of credit, 43 per cent underestimated the amount of time they spent; while 51 per cent of those spending less than that overestimated the amount of time they spent.

On the strength of their Advanced Placement in three or more subjects, "New Sophomores" are compared to the "Regular Sophomores" with respect to certain data, presented below in three tables by Edward T. Wilcox, Director of Advanced Standing at Harvard College, available upon their admission to the college. The first table, marked PRL, shows the percentage of each group which exceeds three arbitrarily chosen Predicted Rank Lists. (The PRL combines the candidate's aptitude and achievement test scores with his rank in school class in such a way as to predict his performance with startling accuracy.)

The second table compares them in this manner with respect to their Verbal Aptitude Test scores, perhaps the sharpest single criterion of academic success. The third table compares them with respect to their Mathematical Aptitude Test scores.

FRL		SAT-V		SAT-M	
New	Regular	New	Regular	New	Regular
50%	25%	50%	30%	50%	10%
70%	52%	70%	50%	70%	30%
90%	70%	90%	70%	90%	72%

As far as such data can be trusted, then, it becomes apparent that while the upper half (in these respects) of the New Sophomores are in the upper quarter of the class they have just entered, the lowest tenth are in the lowest third.

Perhaps the seemingly lower New Sophomores have minds which do not lend themselves to this type of test. Or perhaps they had a bad day at the time they took the College Board Tests for admission. And there will always be errors of measurement. Yet there is a certain tendency for the New Sophomores with good admissions scores to do better on the Advanced Placement Examinations than those with weaker scores.

The conclusion, therefore, is inescapable: more than half of the students that come to Harvard College and to colleges of similar kind have the ability necessary for advanced preparation in three or more disciplines. It is also, of course, clear that all the schools from which these students come will not wish—nor will be able—to offer college-level work in one discipline, let alone three. It is questionable, too, whether all the students with the necessary aptitude would profit from advanced preparation.

But it remains obvious that Sophomore Standing at Harvard and similar colleges is a reasonable and real opportunity to strong candidates for ad-

mission from any school which, regularly sending students to colleges of this kind, chooses to offer advanced preparation in at least three disciplines.

Grand totals of full-time and part-time students in approved universities and four-year colleges will probably exceed 2.5 million, with an additional number in junior colleges and institutes, this year, according to a report on higher education attendance figures compiled by Raymond Walters, president emeritus of the University of Cincinnati.

Analyzing returns reported by more than 600 approved institutions of higher learning, Dr. Walters made these points:

1. As to full-time attendance, 91 per cent of these approved universities and colleges have more students or as many this year compared with 1957, with 71 per cent having more.
2. As to freshman attendance, 86 per cent have more or as many first-year students as compared with 1957, with 66 per cent having more.
3. A considerable number of "no change" reports come from private universities which are restricting admissions because of limited physical facilities and faculty personnel. In certain sections of the country some colleges of arts and sciences report lower attendance for which no common reason has been assigned. Stabilization of enrollments appears in returns from some independent engineering schools and technological institutes.
4. In view of the great demand for school teachers, it is logical that 95 per cent of the reports from independent teachers colleges show more students than a year ago.

The Fund for the Advancement of Education of the Ford Foundation has awarded \$25,000 to support a newly established honors program at the Boston College School of Education. The grant covers planning, research, and evaluation of a program that features an honors seminar in which senior students will guide the discussion of sophomores.

The "top-to-bottom" change in the educational program of University College of Arts and Science at New York University includes an expanded honors program. By encouraging qualified students to take honors work, by making honors supervisory work a part of the faculty member's teaching load, and by other steps, the College intends eventually to have at least 50 per cent of its student body take degrees with honors.

The key to the new plan is a program of "co-ordinated studies" under which students, in order to earn bachelor's degrees, must demonstrate proficiency in the oral and written use of English, familiarity with the history and literature of Western civilization, and knowledge of two of the social

sciences, at least two of the natural sciences, and a foreign literature in the original language.

Ordinarily the co-ordinated studies must be completed by the end of the sophomore year. After that, students take courses of their own choice in one major field and one minor field.

To help ten private Midwest colleges launch a broad co-operative attack on their educational and financial problems, the Ford Foundation has granted \$525,000. The grant went to Cornell College, Mount Vernon, Iowa, which is the fiscal agent for the group known as the Associated Colleges of the Midwest (A.C.M.). The Foundation grant will cover the basic operating costs of the organization for five years. The group will raise matching funds to be used for special projects and later operations. Besides Cornell College, the other colleges are: Beloit, Carleton, Coe, Grinnell, Knox, Lawrence, Monmouth, Ripon, and St. Olaf. Together, they enroll 10,000 students and have about 700 faculty members.

"This imaginative venture in college co-operation," said Clarence Faust, vice president in charge of the Foundation's Education program, "is perhaps the most comprehensive and concerted effort ever undertaken by any group this size to make a joint attack upon their common economic and educational problems. Their central aim is to achieve steady improvement in the quality of their educational programs through strengthening and making the best use of their available resources. And their central assumption is that they can accomplish some things collectively that they cannot do as well singlehandedly."

Although A.C.M. will conduct joint studies and experiments, and certain joint operations, each member college will retain full independence of control over its own affairs. The studies may cover such topics as trends in academic courses, the relation of size to costs, alternatives to the conventional academic year, utilization of facilities, the effects of varying class size, effect of independent study by students, faculty salaries, standardized accounting practices, tuition, scholarships and loans, sources of funds, and investment policies. Among the possible joint operations A.C.M. may undertake are standardization of admission procedures and scholarship qualifications, pooling of library resources, joint offices for recruiting students, sharing of faculty members, expansion of co-operative arrangements for purchasing, research, faculty recruitment, and fund raising. The ten colleges may also explore the usefulness of a joint press, a summer school held on a different campus each year, a uniform calendar or a three-term-a-year plan, and interchange of lectures, concerts, and other extracurricular activities.

After increasing steadily for 7 years in a row, says Arthur S. Flemming, Secretary of Health, Education and Welfare, freshman engineering enroll-

ment in colleges and universities of the United States and its outlying parts fell off sharply at the beginning of this school year. In the fall of 1957, first-year college enrollments in engineering had climbed to 78,757. Last fall, such enrollments fell abruptly to 70,129—a drop of 11 per cent. This is a serious setback in a field of education vital to our national security in a period of revolutionary technological change.

Not only was a 7-year trend in freshman engineering enrollments suddenly reversed last fall, but total undergraduate enrollment in engineering subjects also went down substantially. Total undergraduate enrollment in engineering last fall was 256,995, compared with 268,761 in the fall of 1957—a drop of 4.4 per cent.

In graduate courses upward trends in engineering enrollments were maintained at the beginning of the current school year. Graduate students working for the master's degree in engineering rose from 24,136 in the fall of 1957 to 28,154 last fall, while those preparing for doctorates in this field rose from 4,180 to 4,778.

Overall enrollment in engineering courses last fall—graduate and all undergraduate—was off 2.4 per cent from the previous fall, dropping from 297,077 in the fall of 1957 to 289,927 in the fall of 1958. The drop is more disturbing in view of the fact that total enrollment in institutions of higher education this year is substantially higher than last year. While total engineering enrollments fell 2.4 per cent, enrollment of all degree-credit students increased 6.2 per cent. In freshman enrollments, the 11 per cent decline in engineering courses was in sharp contrast to an increase of 7 per cent in the total first-year enrollment.

## Regional Associations

### Congratulations!

The following people were elected to honorary membership in their Regional Association during 1956-57, but were not previously listed:

<i>George Oscar Ferguson, Jr.</i>	Virginia Association
University of Virginia	
<i>Delma Rae Carpenter</i>	Virginia Association
Roanoke College	
<i>Col. William Couper</i>	Virginia Association
Virginia Military Institute	
<i>Virgilia I. Bugg</i>	Virginia Association
Longwood College	
<i>Mrs. Louise S. Sniffen</i>	Virginia Association
Hampton Institute	

The following people have been elected to honorary membership in their Regional Association during the past year:

<i>Bertram J. Steggert*</i>	Illinois Association
Loyola University	
<i>G. R. McCoy</i>	Indiana Association
Evansville College	
<i>Inez Pontius</i>	Indiana Association
Indiana Technical Institute	
<i>Albert Scribner</i>	Indiana Association
Valparaiso University	
<i>Noel Hubbard</i>	Missouri Association
School of Mines and Metallurgy	
University of Missouri	
<i>Percy F. Crane</i>	New England Association
University of Maine	
<i>Katherine Peugh</i>	New England Association
Connecticut College for Women	
<i>Viola Palmer</i>	Pacific Coast Association
San Jose State College	
<i>William C. Pomeroy</i>	Pacific Coast Association
University of California	
Los Angeles	
<i>Herman J. Sheffield</i>	Pacific Coast Association
University of Southern California	

\* Posthumously.

<i>Henry O. Strobecker</i>	South Carolina Association
University of South Carolina	
<i>Clara H. Koenig</i>	Upper Midwest Association
University of Minnesota	
<i>Alfred Parrott</i>	Upper Midwest Association
North Dakota Agricultural College	

#### THE ASSOCIATION OF ARKANSAS REGISTRARS

The Association of Arkansas Registrars held its annual meeting at Harding College, Searcy, Arkansas, October 20 and 21, 1958. The topic for the afternoon discussion was "Graduation Requirements." Because of an accident, William F. Adams, AACRAO President-Elect, who was to have been the speaker at the banquet and Tuesday morning sessions, was unable to be present.

At the banquet, C. L. Ganus, Jr., Dean of the School of American Studies of Harding College gave an address on the "Dr. Jekyll and Mr. Hyde" aspect of American society. New officers were elected for 1958-59 as follows:

President: Roger F. Cox, John Brown University, Siloam Springs

Vice-President: J. B. Kellar, University of Arkansas, Fayetteville

Secretary-Treasurer: Dudley S. Beard, Little Rock University, Little Rock

The next meeting of the Association will be held in October 1959 at the University of Arkansas, Fayetteville.

#### COLORADO-WYOMING ACRAO

The Colorado-Wyoming Association of Collegiate Registrars and Admissions Officers held its annual meeting on November 14 and 15, 1958 at Loretto Heights College, Denver, Colorado. The first session comprised discussions of the following topics: annual report, junior college transfers, advanced placement, and transcripts. Following this general session were division meetings covering the topics of records and permanent record cards, and marginal admissions.

The speaker at the banquet was Herman A. Spindt, University of California, President of AACRAO.

The next meeting of the Association will be held at the U. S. Air Force Academy in Colorado Springs.

The following officers were elected for 1958-59:

President: Harold Kuhlman, Registrar, Colorado Womens College, Denver, Colorado

Vice-President: Lt. Col. Virgil O'Connor, Registrar, U. S. Air Force Academy, Colorado Springs, Colorado

Secretary-Treasurer: Florence Porter, Registrar, Casper Junior College, Casper, Wyoming

### ILLINOIS ACRAO

The Thirty-Sixth Annual Meeting of the Illinois Association of Collegiate Registrars and Admissions Officers, held October 23 and 24, 1958, at the Hotel Sherman, in Chicago, was preceded by a Test Workshop for registrars and college admissions officers, held on October 22 and 23, in conjunction with Science Research Associates. Using actual test materials, the following topics were discussed and explored: The use of major aptitude tests, preparation of useful expectancy tables, making the best use of test results.

The opening regular session on Thursday afternoon, October 23, was devoted to the general topic "A Forward Look In Admissions and Scholarship." Speakers included the following: J. Ned Bryan, Director of Superior Intelligence and Talented Students Projects of North Central Association; C. W. Sanford, Dean of Admissions and Records, University of Illinois; and Lyman T. Smith, Executive Director, State Scholarship Commission.

Clyde Vroman, Director of Admissions, University of Michigan, former Vice-President of AACRAO, was the principal speaker at the banquet held Thursday evening.

Committee reports submitted at the morning session on Friday, October 24, included the following areas: professional activities, late and multiple applications, records retention, and publications.

Officers elected for 1958-59 are:

President: Oscar E. Olson, Director of Admissions and Records, North Park College, Chicago

Vice-President: Eunice Adcock, Recorder, Knox College, Galesburg

Secretary: Edward M. Stout, Registrar, De Paul University, Chicago

Treasurer: Howard Wienbrenner, Roosevelt University, Chicago

The 1959 meeting of the Illinois Association will be held October 22 and 23 at Allerton State Park, Monticello.

### INDIANA ACRAO

The Indiana Association of Collegiate Registrars and Admissions Officers met at Ball State Teachers College, Muncie, on Tuesday, October 28, 1958. The principal speaker was Herman A. Spindt, of the University of California, President of AACRAO.

Following Dr. Spindt's address, four workshops were conducted, in the following areas: admissions, office management, office machines, and registration and records.

Officers elected for 1958-59 are:

President: Robert S. Harvey, Registrar, Wabash College, Crawfordsville

Secretary-Treasurer: Rev. Charles J. Robbins, Registrar, St. Joseph College, Collegeville

### KANSAS ACRAO

The Kansas Association of Collegiate Registrars and Admissions Officers convened on October 23, 1958 on the campus of Fort Hays Kansas State College, Hays, in joint meeting with the Kansas Associations of Deans, Graduate Deans, and Deans of Men.

O. W. Hascall, Director of Admissions and Records at the University of Colorado, and J. N. Baker, Dean of Student Affairs at Oklahoma State University were the principal speakers.

After lunch, the Kansas ACRAO met separately for a brief business meeting followed by round table discussions on topics that had been proposed by various members prior to the meeting.

Officers elected for 1958-59 are as follows:

President: Ellsworth Gerritz, Kansas State College, Manhattan

Vice-President: Thelma Book, Registrar, Kansas Wesleyan University, Salina

Secretary: Murrell Snyder, Registrar, Southwestern College, Winfield

Treasurer: Mrs. Alice C. Martin, Registrar, McPherson College, McPherson

The 1959 meeting will be held at Ottawa University, Ottawa, on October 22.

### LOUISIANA ACRAO

The Fall Workshop Meeting of the Louisiana Association of Collegiate Registrars and Admissions Officers was held November 14 and 15 at Louisiana State University, Baton Rouge. Topics discussed included admissions records, former student records, and microfilming.

The present officers of the Louisiana Association are as follows:

President: Albert L. Clary, Registrar, Louisiana State University, Baton Rouge

Vice-President: Lynn Powell, Registrar, F. T. Nichols State College, Thibodaux

Secretary-Treasurer: Mrs. Nelle Brown, Registrar, Centenary College, Shreveport

New officers will be elected at the March 6, 1959 meeting, which will be held at Northeast Louisiana State College, Monroe.

### MISSOURI ACRAO

The 1958 annual meeting of the Missouri Association of Collegiate Registrars and Admissions Officers was held October 20 and 21 at the University of Missouri, Columbia. A panel discussion on the topic "Educating the Gifted" took place at the first general session. Panelists included the following: Eugene Seubert, Assistant Dean of Admissions, Washington University, St. Louis; C. E. Potter, Principal, Normandy High School, St.

Louis; Rev. Martin F. Hasting, Dean, College of Arts and Sciences, St. Louis University, St. Louis; Stanley Hayden, Admissions Counselor, William Jewell College, Liberty; and Martin Stabb, Assistant Professor of Spanish, University of Missouri, Columbia.

Ted McCarrel, AACRAO Vice-President in Charge of Professional Activities, was the principal speaker at the annual banquet.

A second panel discussion was held the next day, on the subject "What Do High Schools Expect from Colleges?" Panelists included the following: Byron Zude, Principal, Mexico High School, Mexico; Mrs. Jean Reis, Assistant Principal, Horton-Watkins High School, Ladue; Peter A. Schwartz, Headmaster, Pembroke-Country Day School, Kansas City; Lynn Martin, Director of Guidance, Laboratory School, University of Missouri, Columbia.

Officers for 1958-59 are as follows:

President: Elizabeth Halpin, Director of Admissions, Webster College, Webster Groves

Vice-President: Neil Freeland, Assistant Director of Admissions, University of Missouri, Columbia

Secretary-Treasurer: Oliver Wagner, Director of Records, Washington University, St. Louis.

The next meeting will be held in Columbia on October 19 and 20, 1959.

#### NEBRASKA ACRAO

The fall meeting of the Nebraska Association of Collegiate Registrars and Admissions Officers took place at Hastings College, Hastings on October 10, 1958. Principal speakers included Eunice Chapman, Registrar, Hastings College, who spoke concerning her Scandinavian Study Tour; Frederick Wufsberg, Cultural Attaché, Norwegian Embassy, Washington, D.C., who spoke on "Educational Opportunities for American Students in Norway"; and LeRoy Ortgiesen, of the Nebraska State Department of Education.

Officers of the Nebraska Association include the following at this time:

President: Don Payne, Registrar, Midland College, Fremont

Secretary-Treasurer: J. H. Horner, Registrar, Nebraska State College, Peru

A spring meeting will be held May 1, 1959 at Doane College, Crete.

#### NEW ENGLAND ACRAO

The 1958 meeting of the New England Association of Collegiate Registrars and Admissions Officers, was held at Northampton, Massachusetts on November 13 and 14. Principal addresses were delivered by Meribeth E. Cameron, Academic Dean and Professor of History, Mount Holyoke College, and Eugene S. Wilson, Dean of Admission, Amherst College.

Workshops were held on the following topics: academic evaluations, new equipment, office *modus operandi*, and preregistration.

Officers for 1958-59 are as follows:

President: Franklin O. Fingles, Registrar, University of Connecticut

Vice-President: B. Hopkins Moses, Director of Central Records, Yale University

Secretary: Mrs. Lydia P. Colby, Registrar, Clark University

Treasurer: Mother Loretta Santen, R.S.C.J., Registrar, Newton College of the Sacred Heart

### NEW MEXICO ACRAO

The first annual meeting of the New Mexico Association of Collegiate Registrars and Admissions Officers was held at the University of New Mexico, Albuquerque, on October 31 and November 1, 1958. Principal speakers included Herman A. Spindt, University of California, President of AACRAO, who spoke on "The Validity of Entrance Requirements"; Donald C. Moyer, Executive Secretary, New Mexico Board of Educational Finance, who spoke concerning regulations governing residence for tuition purposes; and Kean Rafferty, Chairman, Department of Journalism, University of New Mexico, who was the banquet speaker.

At the business meeting, the proposed constitution and by-laws for the New Mexico ACRAO were adopted and the association officially constituted.

Officers for 1958-59 are:

President: J. C. MacGregor, Director of Admissions and Registrar, The University of New Mexico, Albuquerque

Vice-President: Donald S. Overturf, Dean of Admissions and Records, Dean of Men, New Mexico Western College, Silver City

Secretary-Treasurer: Ruth Wheeler, Registrar, Eastern New Mexico University, Portales

The next meeting will be held at the New Mexico Institute of Mining and Technology, Socorro.

### SOUTH CAROLINA ASSOCIATION OF COLLEGE REGISTRARS

The South Carolina Association of College Registrars met on November 25, 1958, at the University of South Carolina, Columbia. The principal speaker was Alfred C. Morgan, Project Director, Commission on Colleges and Universities, Southern Association of Colleges and Secondary Schools. Dr. Morgan's topic was "The New Program of Self Evaluation and Periodic Visitation Sponsored by the Commission on Colleges and Universities."

Officers for the South Carolina Association for 1958-59 are:

President: J. W. Duckett, Registrar, The Citadel, Charleston

Vice-President: A. G. Carter, Spartanburg Junior College, Spartanburg

Secretary: N. D. Ferris, Columbia Bible College, Columbia  
Treasurer: Lucy M. McCluer, Erskine College, Due West

#### TEXAS ASSOCIATION OF COLLEGIATE REGISTRARS

The Texas Association met in Fort Worth November 18, 19, and 20, 1958. John E. Fellows, Registrar and Dean of Admissions, University of Oklahoma; Jerome A. Moore, Dean of the College of Liberal Arts and Sciences, Texas Christian University; and D. Ray Lindley, Texas Christian University were the principal speakers. Special reports were given on advanced placement and high school-college relationships; a general problem discussion was also held.

Officers for 1958-59 are:

President: Mrs. Nadyne B. Bowen, Registrar, University of Texas Dental School, Houston

Vice-President: Alton Lee, Registrar, Baylor University

Secretary-Treasurer: Ramon A. Vitulli, Registrar, University of Houston  
The 1959 meeting will be held in mid-November in Houston.

#### UPPER MIDWEST ACRAO

The Upper Midwest Association of Collegiate Registrars and Admissions Officers met October 20 and 21, 1958 at the University of North Dakota, Grand Forks, North Dakota. The general theme of the program was "Our Relationship with our Students." Stanley J. Wenberg, Assistant to the President, University of Minnesota, gave an address on "Voluntary Interstate Cooperation in Higher Education." A. E. Mead, Commissioner, North Dakota State Board of Higher Education, gave an address on "Our Relationship with our Students." The banquet speaker was Louis G. Geiger, Associate Professor of History, University of North Dakota. His topic was "The University of the Northern Plains—Seventy-Five Years."

A panel discussion on the topic "Modern Trends and Practices in Admissions and Their Effect on Student Relations" was conducted, along with a general question box. There was also held a workshop for registrars' assistants.

Officers for the coming year are:

President: Claribelle Olson, Hamline University, St. Paul, Minnesota

Vice-President: Merrill Fink, Iowa State Teachers College, Cedar Falls, Iowa

Secretary: Mildred Joel, Augsburg College, Minneapolis, Minnesota

Treasurer: Robert Moore, School of Mines and Technology, Rapid City, South Dakota

The next meeting of the Upper Midwest Association will be held on October 19 and 20, 1959 at the College of St. Thomas, St. Paul, Minnesota.

### UTAH ACRAO

The Utah Association of Collegiate Registrars and Admissions Officers met at Carbon College, Price, on October 25, 1958. The program consisted principally of general discussion of problems of mutual interest to those attending.

Officers elected for the 1958-59 school year include:

President: Sister Mary Bethania, College of St. Mary's of the Wasatch, Salt Lake City

Vice-President: Ward S. Robb, College of Southern Utah, Cedar City

Secretary: J. A. Norton, University of Utah, Salt Lake City

### VIRGINIA ACRAO

The Virginia Association of Collegiate Registrars and Admissions Officers met at the Hotel Roanoke, Roanoke, Virginia, on October 20, 1958. The principal speaker was S. A. Nock, Editor of COLLEGE AND UNIVERSITY, Dean of Cedar Crest College, Allentown, Pennsylvania.

Separate workshop meetings were held for registrars and admissions officers, with registrars discussing "Problems of Preregistration" and admissions officers discussing "High School Point Systems, Standardization of Aptitude Tests, Admissions Forms, and Code of Ethics for College Representatives."

Officers for 1958-59 elected by the Association are:

President: Mrs. Margaret Eldridge, Registrar, Hollins College, Hollins College

Vice-President: Edgar Bingham, Registrar, Emory and Henry College, Emory

Secretary-Treasurer: Edith Hoover, Acting Registrar, Marion College, Marion

The 1959 meeting will be held in October at the John Marshall Hotel in Richmond.

### WEST VIRGINIA ACRAO

The 1958 meeting of the West Virginia Association of Collegiate Registrars and Admissions Officers was held at Blackwater Falls State Park, Davis, West Virginia, October 15, 16, and 17, 1958. E. E. Church, President of Potomac State College, gave an address on his recent visit to Russian educational institutions. William F. Adams, of the University of Alabama, President-Elect of AACRAO, was the banquet speaker, choosing as his topic "The Role of the Registrar and the Admissions Officer in Selling Higher Education Within the State."

Discussions were held concerning the following topics: legislative teacher training scholarships, college day programs, statewide testing serv-

ice, admission of transfer students to state colleges, and selective admissions to State Colleges.

Officers elected for 1958-59 are:

President: Raymond W. Kiser, Director of Admissions, West Virginia Wesleyan College, Buckhannon

Vice-President: Ernest L. Jones, Director, IBM Service, University of West Virginia, Morgantown

The next meeting of the Association will be held in Charleston in May of 1959.

#### WISCONSIN ACRAO

Wisconsin State College, Oshkosh, Wisconsin, was host to the Wisconsin Association of Collegiate Registrars and Admissions Officers at its annual meeting on October 24, 1958. Ted McCarrel, Registrar, State University of Iowa, AACRAO Vice-President in Charge of Professional Activities, spoke on "Problems of Co-ordination in State Testing Programs." Discussion was also held relating to problems of college-secondary school co-ordination in College Day scheduling.

The proposed constitution of the association was discussed and adopted. Officers elected for 1958-59 are:

President: L. Joseph Lins, University of Wisconsin, Madison

President-Elect: Sister M. Joan, Edgewood College, Madison

Secretary: Sister M. Dolorita, Viterbo College, LaCrosse

Treasurer: Richard Hibbard, Eau Claire State College, Eau Claire

The next meeting of the Wisconsin Association will be in October of 1959 at Mount Mary College, Milwaukee.

# Directory of Registrars and Admissions Officers in Member Institutions of the American Association of Collegiate Registrars and Admissions Officers\*

## ALABAMA

Alabama Agricultural and Mechanical College, Normal, R. A. Carter, Dean; Ralph H. Lee, Registrar  
Alabama College, Montevallo, Virginia Hendrick, Registrar  
Alabama Polytechnic Institute, Auburn, Charles W. Edwards, Registrar  
Alabama State College for Negroes, Montgomery, J. T. Brooks, Registrar  
University of Alabama, University, William F. Adams, Dean of Admissions  
Birmingham-Southern College, Birmingham, W. E. Glenn, Registrar  
Howard College, Birmingham, James A. Clarke, Registrar  
Huntingdon College, Montgomery, Jean Rogers, Recorder  
Judson College, Marion, Paul G. Blacketer, Dean and Registrar  
Miles College, Birmingham, Marjorie L. Hopkins, Registrar  
Sacred Heart College, Cullman  
Southeastern Bible College, Birmingham, Rev. Leon Gillaspie, Registrar  
Spring Hill College, Spring Hill, Louis J. Boudousquie, Registrar  
State Teachers College, Florence, Chester M. Arehart, Registrar  
State Teachers College, Jacksonville, Lawrence R. Miles, Director of Admissions  
Stillman College, Tuscaloosa, Mrs. Evelyn E. Nall, Assistant Registrar  
Tuskegee Institute, Tuskegee Institute, T. C. Burnette, Registrar

## ALASKA

University of Alaska, College, The Registrar

## ARIZONA

Arizona State College, Tempe, Alfred Thomas, Jr., Registrar and Director of Admissions  
University of Arizona, Tucson, David L. Windsor, Registrar  
Eastern Arizona College, Thatcher, Ross A. Owens, Registrar  
Grand Canyon College, Phoenix, Glenn Eason, Dean and Registrar  
Phoenix College, Phoenix, R. L. Poorman, Registrar

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\* Editor's Note: Many institutions prefer to keep membership in a title, such as "The Registrar," rather than in the name of an individual. Since this is a Directory rather than an official membership list, the names of individuals have been supplied wherever possible. Both the Editor and the Treasurer have made every effort to make all changes sent in to them, but have not undertaken to make changes not indicated by the institutions concerned. Both the Editor and the Treasurer welcome information about changes and corrections.

Two or more names are listed for an institution only where a corresponding number of memberships is held.

**ARKANSAS**

- Arkansas Agricultural and Mechanical College, College Heights, Clara Willis, Registrar  
Agricultural, Mechanical and Normal College, Pine Bluff, Mrs. Charles S. Henderson, Registrar  
Arkansas College, Batesville, Roberta T. Dorr, Registrar  
Arkansas Polytechnic College, Russellville, G. R. Turrentine, Registrar  
Arkansas State College, Jonesboro, Baird V. Keister, Registrar  
Arkansas State Teachers College, Conway, G. Y. Short, Recorder  
University of Arkansas, Fayetteville, Carter A. Short, Registrar and Examiner; F. G. Maddox, Assistant Registrar; J. Bruce Kellar, Assistant Registrar; J. K. Williams, Assistant Registrar  
Harding College, Searcy, W. K. Summitt, Registrar  
Henderson State Teachers College, Arkadelphia, C. B. Cooper, Registrar  
Hendrix College, Conway, Victor Hill, Registrar  
John Brown University, Siloam Springs, Roger F. Cox, Registrar  
Little Rock Junior College, Little Rock, Mrs. Nell Clarke Cooke, Registrar  
Ouachita College, Arkadelphia, Frances Crawford, Registrar  
The College of the Ozarks, Clarksville, Mrs. Ruby T. Villines, Registrar  
Philander Smith College, Little Rock, The Registrar  
Southern Baptist College, Walnut Ridge, The Registrar  
Southern State College, Magnolia, Matsye Gantt, Registrar

**CALIFORNIA**

- Armstrong College, Berkeley, J. Evan Armstrong, President  
The Bible Institute of Los Angeles, Los Angeles, James H. Christian, Registrar  
California Baptist Theological Seminary, Covina, E. Sivertson, Registrar  
California Institute of Technology, Pasadena, Francis Maxstadt, Registrar; Elizabeth Hanes, Assistant to the Registrar  
California State Polytechnic College, San Luis Obispo, Leo F. Philbin, Registrar; Emmett Long, Director of Admissions  
University of California, Berkeley, H. A. Spindt, Director of Admissions  
University of California, Davis, Howard B. Shontz, Registrar and Admissions Officer  
University of California at Los Angeles, Los Angeles, William T. Puckett, Registrar; Edgar L. Lazier, Associate Director of Admissions  
University of California, Riverside, Francis D. Gurll, Registrar's Office  
University of California, Santa Barbara College, Goleta, Paul W. Wright, Registrar  
Cerritos Junior College, Artesia, Genevieve Humiston, Registrar  
Chapman College, Orange, The Registrar  
Chico State College, Chico  
The Claremont Graduate School, Claremont, Herbert K. Gatzke, Director of Student Personnel Services and Registrar  
Claremont Men's College, Claremont, Mrs. Katherine C. Lowe, Registrar  
Coalinga College, Coalinga, Charles C. Collins, Dean of Instruction and Records  
Compton Junior College, Compton, Holland A. Spurgin, Dean of Records  
Dominican College of San Rafael, San Rafael, Sister Mary Anita, Registrar  
East Contra Costa Junior College, Concord, Clayton C. McCay, Registrar  
East Los Angeles Junior College, Los Angeles, Walter S. Hertzog, Jr., Dean, Admissions and Records.  
Fresno State College, Fresno, Leo Wolfson, Associate Dean  
Fuller Theological Seminary, Pasadena, Harold Lindsell, Dean

- George Pepperdine College, Los Angeles, Margarette W. Walker, Registrar  
Golden Gate Baptist Theological Seminary, Berkeley, Isma Johnson, Registrar  
Golden Gate College, San Francisco, Robert D. Eddy, Dean of Admissions and  
Guidance; Howard L. Martin, Registrar  
Hartnell College, Salinas, Dean of Admissions and Registrar  
Harvey Mudd College, Claremont, Edward F. Little, Registrar  
Hastings College of Law, University of California, San Francisco, Arthur M.  
Sammis, Dean and Registrar  
College of the Holy Names, Oakland, Sister M. Agnes Cecile, Registrar  
Humboldt State College, Arcata  
Immaculate Heart College, Hollywood, Mrs. Beatrice Holcomb, Registrar  
LaSierra College, Arlington, Willetta Carlsen, Registrar  
LaVerne College, LaVerne, Dayton Root, Registrar  
Long Beach State College, Long Beach, Clarence R. Bergland, Admissions Officer  
Los Angeles Baptist Theological Seminary, Los Angeles, C. L. True, Registrar  
Los Angeles City College, Los Angeles, Robert J. Ryan, Dean of Admissions  
Los Angeles Conservatory of Music and Arts, Los Angeles, Robert L. Shorer, Reg-  
istrar  
Los Angeles College of Optometry, Los Angeles, James F. English, Registrar and  
Comptroller  
Los Angeles Pacific College, Los Angeles, The Registrar  
Los Angeles State College, Los Angeles, Robert J. Williams, Admissions Officer  
Loyola University of Los Angeles, Los Angeles, Catherine F. Emenaker, Registrar  
College of Marin, Kentfield, Marin County, Grace W. Donnan, Registrar  
Marymount College, Los Angeles, Mother M. David, R.S.H.M., Registrar  
College of Medical Evangelists, Los Angeles, Herbert A. Walls, Jr., Associate Reg-  
istrar  
Menlo School and College, Menlo Park, F. Philler Curtis, Director of Admissions  
and Registrar  
Mount St. Mary's College, Los Angeles, Sister Mary Adrienne, C.S.J.  
Mt. San Antonio Junior College, Pomona, Hazel A. Snoke, Registrar  
Northrop Aeronautical Institute, Inglewood, J. L. Green, Registrar  
College of Notre Dame, Belmont, Sister Patricia Anne, Registrar  
Occidental College, Los Angeles, Florence N. Brady, Registrar; Arthur S. Marma-  
duke, Director of Admissions  
College of Osteopathic Physicians and Surgeons, Los Angeles, Benjamin W. Fulling-  
ton, Director of Admissions and Registrar  
College of the Pacific, Stockton, Ellen L. Deering, Registrar  
Pacific Bible College, Azusa, Laurence Pine, Registrar  
Pacific School of Religion, Berkeley, Kathryn Blade, Registrar  
Pacific Union College, Angwin, Edwin C. Walter, Registrar  
Pasadena College, Pasadena, Cecil W. Miller, Registrar  
Pasadena City College, Pasadena, The Registrar and Director of Admissions  
College of Physicians and Surgeons, San Francisco, John Tocchini, Dean and Reg-  
istrar  
Pomona College, Claremont, Mrs. Masago (H. C.) Armstrong, Registrar; Edward  
Sanders, Dean of Students and Dean of Admissions  
Queen of the Angels Seminary, San Fernando, Rev. Bernard J. McCoy, C.M., Dean  
and Registrar  
University of Redlands, Redlands, Mrs. Esther Mertins, Registrar; Byrns Fagerburg,  
Director of Admissions  
Riverside College, Riverside, P. S. Black, Dean of Admissions

San Francisco College for Women, San Francisco  
 Sacramento Junior College, Sacramento, Mary Crane, Registrar  
 Sacramento State College, Sacramento  
 St. Mary's College of California, Saint Mary's College, Brother U. Cassian, Dean of the College  
 San Diego College for Women, San Diego, Mother Mariella Bremner, Registrar  
 San Diego State College, San Diego, Melvin A. Anderson, Dean of Admissions and Records  
 City College of San Francisco, San Francisco, Mary Jane Learnard, Registrar  
 San Francisco State College, San Francisco, Florence Vance, Registrar  
 University of San Francisco, San Francisco, William J. Dillon, Registrar  
 San Jose State College, San Jose, Viola Palmer, Admissions Officer  
 University of Santa Clara, Santa Clara, D. P. Arata, Registrar  
 Santa Rosa Junior College, Santa Rosa, Louise B. Hallberg, Registrar  
 Scripps College, Claremont, Mrs. Cecily A. Hall, Registrar  
 Simpson Bible College, San Francisco, Thomas L. Collard, Registrar  
 Southern California Bible College, Costa Mesa, Harlan E. Selvey, Registrar and Dean  
 University of Southern California, Los Angeles, John K. Steinbaugh, Acting Director of Admissions and Registration; H. W. Patmore, Registrar  
 Southwestern University, Los Angeles, Lucile Pauls, Registrar  
 Stanford University, Stanford, Harvey Hall, Registrar  
 Stockton College, Stockton, L. L. Windmiller, Registrar  
 Upland College, Upland, Melvin Bowers, Registrar  
 Ventura Junior College, Ventura, Robert W. Pax, Registrar  
 Western Personnel Institute, Pasadena, Helen Fisk, Executive Director  
 Westmont College, Santa Barbara, Rita Lentz, Acting Registrar  
 Whittier College, Whittier, The Registrar  
 Williams College, Berkeley, The Registrar

#### COLORADO

Adams State College, Alamosa, Mrs. Esther H. Lyman, Registrar  
 Colorado State University, Fort Collins, Stella Morris, Registrar and Director of Admissions  
 Colorado College, Colorado Springs, Mrs. Ruth Scoggin, Registrar; H. E. Mathias, Director of Admissions  
 Colorado School of Mines, Golden, H. Dean Burdick, Director of Admissions  
 Colorado State College, Greeley, George F. Sanderson, Director of Admissions  
 Colorado Woman's College, Denver, Harold W. Kuhlman, Registrar; Mildred Sue Springer, Director of Admissions  
 University of Colorado, Boulder, O. W. Hascall, Director of Admissions and Records  
 Conservative Baptist Theological Seminary, Denver, Earl S. Kalland, Dean  
 University of Denver, Denver, Charles H. Maruth, Director of Admissions and Records; Marjorie M. Cutler, Registrar  
 Fort Lewis Agricultural and Mechanical College, Durango, Charles H. Reid, Jr., Registrar  
 Otero Junior College, LaJunta, F. Dean Lillie, Registrar  
 Loretto Heights College, Loretto, Sister Mary Christopher, Registrar  
 Mesa College, Grand Junction, W. Lowell Heiny, Registrar  
 Pueblo Junior College, Pueblo, Alfred F. Kurtin, Registrar  
 Regis College, Denver, Rev. John J. Gibbons, S.J., Registrar

Trinidad State Junior College, Trinidad, August Zanoni, Dean of Students  
United States Air Force Academy, Denver, Lt. Colonel Virgil J. O'Connor, USAF,  
Registrar  
Western State College of Colorado, Gunnison, Edward L. Sullivan, Registrar

## CONNECTICUT

Albertus Magnus College, New Haven, Sister Rosaire, O.P., Registrar  
Annhurst College, South Woodstock, Sister St. Wilfrid, Registrar  
Bridgeport Engineering Institute, Bridgeport, Martha K. Rogers, Registrar  
University of Bridgeport, Bridgeport, Mrs. Dorothy E. Bowen, Registrar and Director of Admissions  
Connecticut College for Women, New London, Mrs. Katherine Hunter Peugh,  
Registrar; M. Robert Cobblewick, Director of Admissions  
University of Connecticut, Storrs, Franklin O. Fingles, Registrar  
Fairfield University, Fairfield, Robert F. Pitt, Registrar  
Hillyer College, Hartford, Richard E. Smith, Registrar  
Julius Hartt School of Music, Hartford, Elizabeth Warner, Registrar  
New Haven College, New Haven, Mrs. Katharine Blenis Ramshaw, Registrar and  
Alumni Secretary  
New Haven State Teachers College, New Haven, Owen W. McDowell, Registrar  
Quinnipiac College, Hamden, Curt A. Natusch, Director of Admissions  
Saint Basil's College, Stamford, Rev. Stephen Chrepta, Dean  
Saint Joseph College, West Hartford, Sister M. Consilia, Registrar  
Saint Thomas Seminary, Bloomfield, Rev. Francis A. Fries, Registrar  
Teachers College of Connecticut, New Britain, Director of Admissions and Registrar  
Trinity College, Hartford, Arthur H. Hughes, Dean  
United States Coast Guard Academy, New London, Captain L. H. Morine, U.S.C.G.  
Wesleyan University, Middletown, Robert J. Norwine, Director of Admission  
Willimantic State College, Willimantic, M. Elizabeth Hood, Dean of Women and  
Acting Registrar  
Yale University, New Haven, B. Hopkins Moses, Director of Student Records

## DELAWARE

University of Delaware, Newark, William G. Fletcher, Director of Admissions and  
Records; Robert Gebhardtsbauer, Assistant Director of Admissions  
Delaware State College, Dover, W. A. Daniel, Dean and Registrar

## DISTRICT OF COLUMBIA

American Council on Education, Commission on Accreditation of Service Experiences, Washington, Cornelius P. Turner, Director  
American University, Washington, Lois Torrence, University Registrar; John Wakefield, Director of Admissions; Joan Fiske Adams, Assistant Director of Admissions  
The Catholic University of America, Washington, Catherine R. Rich, Registrar  
District of Columbia Teachers College, Washington, Charles W. Thomas, Admissions Officer  
Division of Higher Education, Department of Health, Education and Welfare, Washington, Theresa Wilkins, Research Assistant  
Dunbarton College of Holy Cross, Washington, Sister M. Georgina, Registrar  
Gallaudet College, Washington, Eleanor Tibbetts, Registrar  
The George Washington University, Washington, Fred Nessell, Registrar; Harold G. Sutton, Director of Admissions

Georgetown University, Washington, J. G. Connor, Registrar  
Georgetown Visitation Junior College, Washington, Sister Mary Veronica Aud,  
Registrar  
Howard University, Washington, A. J. Blackburn, Dean of Students, Coordinator  
of Admissions and Recording  
Marjorie Webster Junior College, Washington, Frieda Hildenbrand, Assistant Di-  
rector of Admissions  
Seventh Day Adventist Theological Seminary, Washington, Esther Benton, Registrar  
Southeastern University, Washington, The Registrar  
Trinity College, Washington, Sister Sheila, Registrar  
United States Department of Agriculture, Graduate School, Washington, Mrs.  
Constance Coblenz, Registrar  
United States Office of Education, Washington, Walter Adamson, Research Co-  
ordinator; Herbert S. Conrad, Acting Commissioner of Research

#### FLORIDA

Barry College, Miami, Sister M. Trinita, O.P.  
Bethune-Cookman College, Daytona Beach, John S. Smith, Dean and Registrar  
Chipola Junior College, Marianna, G. W. Allen, Jr., Registrar  
Edward Waters College, Jacksonville, James A. Espy, **Dean and Registrar**  
The Florida Agricultural and Mechanical College, Tallahassee, E. M. Thorpe,  
Registrar  
Florida Christian College, Tampa, Roland H. Lewis, Registrar  
Florida Normal and Industrial College, St. Augustine, J. L. Wilson, Registrar  
Florida Southern College, Lakeland, Ernest A. Lilley, Registrar  
Florida State University, Tallahassee, Charles H. Walker, Registrar  
University of Florida, Gainesville, R. S. Johnson, Registrar *Franklin 63261*  
Jacksonville University, Jacksonville, William B. Hoskins, Dean of the College of  
Music  
John B. Stetson University, DeLand, Barbara Rowe, Registrar  
University of Miami, Coral Gables, Ernest M. McCracken, Registrar; Clarence W.  
Smith, Director of Admissions  
Orlando Junior College, Orlando, John McClain, Registrar  
Pensacola Junior College, Pensacola, Jesse T. Barfield, Registrar  
Rollins College, Winter Park, Dorothy I. Koehler, Registrar  
St. John's River Junior College, Palatka, Mrs. Evelyn H. Pringle, Registrar  
St. Petersburg Junior College, St. Petersburg, Charles O. Smout, Registrar  
University of Tampa, Tampa, Hazel Bowman, Registrar

#### GEORGIA

Agnes Scott College, Decatur, Laura M. Steele, Director of Admissions  
Albany State College, Albany, Helen M. Mayes, Director of Admissions and As-  
sistant to the Dean  
Armstrong College, Savannah, Lorraine Anchors, Registrar  
Atlanta University, Atlanta, Paul I. Clifford, Registrar  
The Berry Schools, Mount Berry, G. D. Wilson, Registrar and Director of Ad-  
missions  
Brenau College, Gainesville, Ella D. Winfield, Registrar  
Clark College, Atlanta, Edward J. Brantley, Registrar  
Emory University, Emory University, I. W. Brock, Registrar  
The Fort Valley State College, Fort Valley, Eldridge E. Scales, Registrar  
Georgia Institute of Technology, Atlanta, William L. Carmichael, Registrar

Georgia State College of Business Administration, Atlanta, J. D. Blair, Registrar and Director of Admissions  
Georgia State College for Women, Milledgeville, The Registrar  
Georgia Teachers College, Collegeboro, Viola Perry, Registrar  
University of Georgia, Athens, Walter N. Danner, Registrar  
University of Georgia, Atlanta Division, Atlanta, John D. Blair, Director of Admissions and Registrar  
Medical College of Georgia, Augusta, Mary B. Cumbus, Registrar  
Mercer University, Macon, Frank G. Clark, Registrar  
Morehouse College, Atlanta, J. P. Whittaker, Registrar  
Morris Brown College, Atlanta, Mrs. Zenobia G. Terry, Registrar  
Norman College, Norman Park, E. M. Keebler, Dean and Registrar  
North Georgia College, Dahlonega, Will D. Young, Dean  
Oglethorpe University, Oglethorpe University, The Registrar  
Paine College, Augusta, The Registrar  
Reinhardt College, Waleska, Max Dixon, Dean and Registrar  
Savannah State College, Savannah, B. Ingersoll, Registrar  
Shorter College, Rome, Louise Thompson, Registrar  
Southern Technical Institute, Chamblee  
Spelman College, Atlanta, Mrs. Grace J. Perry, Registrar  
Tift College, Forsyth  
Toccoa Falls Institute, Toccoa Falls, Rev. J. Furman Miller, Registrar  
Valdosta State College, Valdosta, Mrs. Caroline Parrish Thomas, Registrar  
Wesleyan College, Macon, Elizabeth Winn, Registrar  
Young Harris College, Young Harris, John M. Banner, Registrar and Director of Admissions

#### HAWAII

Chaminade College of Honolulu, Honolulu, Brother Harold R. Hammond, S.M., Dean of College  
University of Hawaii, Honolulu, Edward T. White, Director, Office of Admissions and Records

#### IDAHO

Boise Junior College, Boise, Elma I. Gockley, Acting Registrar  
The College of Idaho, Caldwell, Jeanne DeLurme  
Idaho State College, Pocatello, Idaho, Mrs. Anna C. Nunn, Registrar  
University of Idaho, Moscow, D. D. Du Sault, Registrar  
Northwest Nazarene College, Nampa, Mallalieu A. Wilson, Registrar  
Ricks College, Rexburg, Eldred C. Stephenson, Registrar

#### ILLINOIS

Augustana College, Rock Island, Mrs. Lucille G. Fryxell, Director of Records and Registration  
Aurora College, Aurora, Clyde E. Hewitt, Registrar  
Baptist Missionary Training School, Chicago, Cora Armstrong, Registrar  
Barat College of the Sacred Heart, Lake Forest, Mother E. Glowienka, R.S.C.J., Registrar  
Belleville Township Junior College, Belleville, Edward G. Hexter, Registrar  
Blackburn College, Carlinville, The Registrar  
Bradley University, Peoria, Orville Nothdurft, Registrar  
Carthage College, Carthage, Pearl E. Goeller, Registrar  
Chicago Art Institute, Chicago, Lloyd H. Cowan, Registrar

- Georgetown University, Washington, J. G. Connor, Registrar  
Georgetown Visitation Junior College, Washington, Sister Mary Veronica Aud, Registrar  
Howard University, Washington, A. J. Blackburn, Dean of Students, Coordinator of Admissions and Recording  
Marjorie Webster Junior College, Washington, Frieda Hildenbrand, Assistant Director of Admissions  
Seventh Day Adventist Theological Seminary, Washington, Esther Benton, Registrar  
Southeastern University, Washington, The Registrar  
Trinity College, Washington, Sister Sheila, Registrar  
United States Department of Agriculture, Graduate School, Washington, Mrs. Constance Coblenz, Registrar  
United States Office of Education, Washington, Walter Adamson, Research Coordinator; Herbert S. Conrad, Acting Commissioner of Research

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The Florida Agricultural and Mechanical College, Tallahassee, E. M. Thorpe, Registrar  
Florida Christian College, Tampa, Roland H. Lewis, Registrar  
Florida Normal and Industrial College, St. Augustine, J. L. Wilson, Registrar  
Florida Southern College, Lakeland, Ernest A. Lilley, Registrar  
Florida State University, Tallahassee, Charles H. Walker, Registrar  
University of Florida, Gainesville, R. S. Johnson, Registrar *Franklin 63261*  
Jacksonville University, Jacksonville, William B. Hoskins, Dean of the College of Music  
John B. Stetson University, DeLand, Barbara Rowe, Registrar  
University of Miami, Coral Gables, Ernest M. McCracken, Registrar; Clarence W. Smith, Director of Admissions  
Orlando Junior College, Orlando, John McClain, Registrar  
Pensacola Junior College, Pensacola, Jesse T. Barfield, Registrar  
Rollins College, Winter Park, Dorothy I. Koehler, Registrar  
St. John's River Junior College, Palatka, Mrs. Evelyn H. Pringle, Registrar  
St. Petersburg Junior College, St. Petersburg, Charles O. Smout, Registrar  
University of Tampa, Tampa, Hazel Bowman, Registrar

#### GEORGIA

- Agnes Scott College, Decatur, Laura M. Steele, Director of Admissions  
Albany State College, Albany, Helen M. Mayes, Director of Admissions and Assistant to the Dean  
Armstrong College, Savannah, Lorraine Anchors, Registrar  
Atlanta University, Atlanta, Paul I. Clifford, Registrar  
The Berry Schools, Mount Berry, G. D. Wilson, Registrar and Director of Admissions  
Brenau College, Gainesville, Ella D. Winfield, Registrar  
Clark College, Atlanta, Edward J. Brantley, Registrar  
Emory University, Emory University, I. W. Brock, Registrar  
The Fort Valley State College, Fort Valley, Eldridge E. Scales, Registrar  
Georgia Institute of Technology, Atlanta, William L. Carmichael, Registrar

Georgia State College of Business Administration, Atlanta, J. D. Blair, Registrar and Director of Admissions  
Georgia State College for Women, Milledgeville, The Registrar  
Georgia Teachers College, Collegeboro, Viola Perry, Registrar  
University of Georgia, Athens, Walter N. Danner, Registrar  
University of Georgia, Atlanta Division, Atlanta, John D. Blair, Director of Admissions and Registrar  
Medical College of Georgia, Augusta, Mary B. Cumbus, Registrar  
Mercer University, Macon, Frank G. Clark, Registrar  
Morehouse College, Atlanta, J. P. Whittaker, Registrar  
Morris Brown College, Atlanta, Mrs. Zenobia G. Terry, Registrar  
Norman College, Norman Park, E. M. Keebler, Dean and Registrar  
North Georgia College, Dahlonega, Will D. Young, Dean  
Oglethorpe University, Oglethorpe University, The Registrar  
Paine College, Augusta, The Registrar  
Reinhardt College, Waleska, Max Dixon, Dean and Registrar  
Savannah State College, Savannah, B. Ingersoll, Registrar  
Shorter College, Rome, Louise Thompson, Registrar  
Southern Technical Institute, Chamblee  
Spelman College, Atlanta, Mrs. Grace J. Perry, Registrar  
Tift College, Forsyth  
Toccoa Falls Institute, Toccoa Falls, Rev. J. Furman Miller, Registrar  
Valdosta State College, Valdosta, Mrs. Caroline Parrish Thomas, Registrar  
Wesleyan College, Macon, Elizabeth Winn, Registrar  
Young Harris College, Young Harris, John M. Banner, Registrar and Director of Admissions

#### HAWAII

Chaminade College of Honolulu, Honolulu, Brother Harold R. Hammond, S.M., Dean of College  
University of Hawaii, Honolulu, Edward T. White, Director, Office of Admissions and Records

#### IDAHO

Boise Junior College, Boise, Elma I. Gockley, Acting Registrar  
The College of Idaho, Caldwell, Jeanne DeLurme  
Idaho State College, Pocatello, Idaho, Mrs. Anna C. Nunn, Registrar  
University of Idaho, Moscow, D. D. Du Sault, Registrar  
Northwest Nazarene College, Nampa, Mallalieu A. Wilson, Registrar  
Ricks College, Rexburg, Eldred C. Stephenson, Registrar

#### ILLINOIS

Augustana College, Rock Island, Mrs. Lucille G. Fryxell, Director of Records and Registration  
Aurora College, Aurora, Clyde E. Hewitt, Registrar  
Baptist Missionary Training School, Chicago, Cora Armstrong, Registrar  
Barat College of the Sacred Heart, Lake Forest, Mother E. Glowienka, R.S.C.J., Registrar  
Belleville Township Junior College, Belleville, Edward G. Hexter, Registrar  
Blackburn College, Carlinville, The Registrar  
Bradley University, Peoria, Orville Nothdurft, Registrar  
Carthage College, Carthage, Pearl E. Goeller, Registrar  
Chicago Art Institute, Chicago, Lloyd H. Cowan, Registrar

Chicago City Junior College, Crane Branch, Chicago, Robert S. Zimmer, Registrar  
Chicago City Junior College, Southeast Branch, Chicago, Merlin J. Benrud, Registrar  
Chicago College of Osteopathy, Chicago, Mrs. Virginia Costello, Registrar  
Chicago-Kent College of Law, Chicago, Russell Greenacre, Registrar  
The Chicago Medical School, Chicago, M. R. Geerdes, Registrar  
Chicago Teachers College, Chicago, Mrs. Emma Fleer Muller, Registrar  
University of Chicago, Chicago, William J. Van Cleve, Registrar; Charles D. O'Connell, Director of Admissions  
Columbia College, Chicago, Daniel D. Howard, Dean  
Concordia Teachers College, River Forest, W. F. Kruse, Registrar  
Concordia Theological Seminary, Springfield, Fred Kramer, Registrar  
DePaul University, Downtown Center, Chicago, Edward M. Stout, Registrar; Rev. Emmett L. Gaffney, C.M., Director of Admissions  
Eastern Illinois University, Charleston, Maurice W. Manbeck, Registrar  
Elmhurst College, Elmhurst, Alfred Friedli, Registrar  
Eureka College, Eureka, V. M. Tye, Registrar  
The Felician College, Chicago, Sister Mary Bonita  
Garrett Biblical Institute, Evanston, Eleanor J. Tonkin, Registrar  
George Williams College, Chicago, Robert J. McLean, Registrar  
Greenville College, Greenville, Calvin K. Burge, Registrar  
Illinois College, Jacksonville, Iver Yeager, Registrar  
Illinois College of Optometry, Chicago, Hyman S. Wodis, Registrar  
Illinois Institute of Technology, Chicago, W. W. Calvert, Registrar  
Illinois State Normal University, Normal, Elsie Brenneman, Director of Admissions; Esther Kirchoefer, Registrar  
University of Illinois, Urbana, Charles W. Sanford, Dean of Admissions  
Illinois Wesleyan University, Bloomington, Joseph D. Kelley, Registrar  
The John Marshall Law School, Chicago, Helen M. Thatcher, Registrar  
Joliet Junior College, Joliet, E. W. Rowley, Dean of the College  
Kendall College, Evanston, The Registrar  
Knox College, Galesburg, W. Lyle Willhite, Registrar  
Lake Forest College, Lake Forest, Marie J. Meloy, Registrar  
LaSalle-Peru-Oglesby College, LaSalle, Harry L. Wilmot, Dean and Registrar  
Lewis College of Science and Technology, Lockport, Ray Clouthier, Registrar  
Lincoln College, Lincoln, Elva Bailey, Dean and Registrar  
Loyola University, Chicago, Elizabeth McCann, Registrar  
MacMurray College for Women, Jacksonville, Mrs. Eloise Galloway, Recorder  
Maryknoll College, Glen Ellyn, Rev. Charles E. Kenney, M.M., Dean  
McKendree College, Lebanon, Ruth Walton, Registrar  
Millikin University, Decatur, Byron L. Kerns, Registrar  
Monmouth College, Monmouth, Margaret C. Beste, Registrar  
Moody Bible Institute, Chicago, Ruby A. Jackson, Registrar; John Mostert, Director of Admissions  
Morton Junior College, Cicero, Harold J. White, Dean  
Mundelein College, Chicago, Sister Mary Gertrudine, B.V.M., Registrar  
National College of Education, Evanston, Robert Hartmann, Registrar  
North Central College, Naperville, C. C. Hower, Registrar  
North Park College, Chicago, Oscar E. Olson, Registrar  
Northern Baptist Theological Seminary, Chicago, James D. Mosteller, Dean of Faculty  
Northern Illinois University, DeKalb, George S. Pritchard, Registrar; Eugenie Walker, Assistant Registrar and Director of Admissions

Northwestern University, Evanston, Katharine George, Registrar  
Olivet Nazarene College, Kankakee, C. S. McClain, Registrar  
Pestalozzi-Froebel Teachers College, Chicago, Daniel D. Howard, Dean of Students;  
Mrs. Dorothy Peebles, Registrar  
Principia College, Elsah, Mrs. Gretchen Happ, Registrar; Carey Browne, Secretary  
on Admissions  
Quincy College, Quincy, Rev. Dunstan Velesz, O.F.M., Registrar  
The Rockford College, Rockford, Milan Divina, Registrar  
Roosevelt University, Chicago, Donald H. Steward, Registrar; Howard G. Wine-  
brenner, Director of Admissions  
Rosary College, River Forest, Sister Mary Liam, Registrar  
College of Saint Francis, Joliet, Sister M. Mildred, Registrar  
St. Mary of the Lake Seminary, Mundelein, Rev. Frank M. Flynn, S.J., Registrar  
St. Procopius College, Lisle, Rev. Zachary Hrisko, O.S.B., Registrar  
St. Xavier College, Sister Mary Alfreda, R.S.M., Registrar  
Sherwood Music School, Chicago, Arthur Wildman, Musical Director  
Shimer College, Mt. Carroll, Harry C. Bell, Director of Admissions  
Southern Illinois University, Carbondale, Robert A. McGrath, Acting Registrar  
Springfield Junior College, Springfield, Roman A. Hodalski, Registrar  
Thornton Township Junior College, Harvey, James D. Logsdon, Superintendent  
Trinity Seminary and Bible College, Chicago, Viola Hanson, Registrar  
Western Illinois University, Macomb, Dolores Kator, Registrar  
Wheaton College, Wheaton, Enock C. Dyrness, Registrar  
Woodrow Wilson Junior College, Chicago, J. Anthony Humphreys, Registrar  
Wright Junior College, Chicago, Irving B. Slutsky, Registrar

## INDIANA

Anderson College, Anderson, Louise C. Johnson, Registrar  
Ball State Teachers College, Muncie, Leo M. Hauptman, Registrar  
Butler University, Indianapolis, C. R. Maxam, Registrar  
Concordia Senior College, Fort Wayne, Oscar T. Walle, Registrar  
DePauw University, Greencastle, Mrs. Value M. Williams, Registrar  
Earlham College, Richmond, Myra Jane Coate, Registrar; Darrell M. Beane, Ad-  
missions Officer  
Evansville College, Evansville, G. R. McCoy, Registrar  
Fort Wayne Bible College, Fort Wayne, Harvey L. Mitchell, Registrar  
Franklin College, Franklin, Virfsel Roe, Registrar  
Goshen College, Goshen, Ada Shaum, Acting Registrar; S. M. King, Director of  
Admissions  
Grace Theological Seminary, Winona Lake, Homer A. Kent, Registrar  
Hanover College, Hanover, Robert W. McClew, Registrar and Director of Place-  
ment; Frank W. Blanning, Assistant to the President and Director of Admissions  
Huntington College, Huntington, Carl Zurcher  
Indiana Central College, Indianapolis, Robert E. Cramer, Registrar  
Indiana State Teachers College, Terre Haute, James H. Ringer, Registrar and Direc-  
tor of Admissions  
Indiana Technical College, Fort Wayne, Mrs. I. M. Pontius, Registrar  
Indiana University, Bloomington, C. E. Harrell, Registrar  
John Herron Art School, Indianapolis, Mrs. Mary H. Finke, Acting Registrar  
Manchester College, North Manchester, Maxine H. Domer, Registrar  
Marian College, Indianapolis, Sister M. Rachel, Registrar

University of Notre Dame, Notre Dame, Leo M. Corbaci, Administrative Assistant,  
Vice President, Academic Affairs  
Purdue University, Lafayette, N. M. Parkhurst, Acting Registrar; George W. Smith,  
Assistant Registrar; Harland W. White, Director of Admissions  
Rose Polytechnic Institute, Terre Haute, J. G. Lee, Registrar  
St. Francis College, Fort Wayne, Sister M. Agnes  
St. Joseph's College, Collegeville, Charles J. Robbins, Registrar  
St. Mary's College, Notre Dame, Sister M. Gertrude Anne, Registrar  
St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Sister Celeste, Registrar  
St. Meinrad Seminary, St. Meinrad, Rev. Alcuin Leibold, O.S.B., Registrar  
Taylor University, Upland, Grace Olson, Registrar  
Tri-State College, Angola, J. Glenn Radcliffe, Registrar  
Valparaiso University, Valparaiso, Paul E. Thune, Associate Registrar  
Vincennes University, Vincennes, Medrith A. Jordan, Registrar  
Wabash College, Crawfordsville, The Registrar

#### IOWA

Briar Cliff College, Sioux City, Sister Gertrude, O.S.F.  
Central College, Pella, Mrs. Wilma Rempe, Registrar  
Chicago Evangelistic Institute, University Park  
Clarke College, Dubuque, Sister Mary Francine Gould, B.V.M.  
Coe College, Cedar Rapids, J. A. Wilkinson, Registrar  
Cornell College, Mount Vernon, Evelyn N. Fisher, Registrar; Lowell W. Reed,  
Director of Admissions  
Des Moines Still College of Osteopathy and Surgery, Des Moines, The Registrar  
Drake University, Des Moines, Newell L. Gates, Registrar; Charlotte Hageman,  
Assistant Registrar  
University of Dubuque, Dubuque, William G. Rozeboom, Registrar; Harry Alan  
Turner, Director of Admissions  
Graceland College, Lamoni, J. C. Bergman, Registrar  
Grand View College, Des Moines, Peter Jorgensen, Registrar  
Grinnell College, Grinnell, Givens L. Thornton, Registrar  
Iowa State College, Ames, Arthur Gowan, Registrar  
Iowa State Teachers College, Cedar Falls, Marshall R. Beard, Registrar  
Iowa Wesleyan College, Mount Pleasant, John R. Kapp, Registrar  
Loras College, Dubuque, Gerald B. Noonan, Registrar  
Luther College, Decorah, Ruth Mostrom, Registrar  
Marycrest College, Davenport, Sister Joseph Mary Walters, Registrar  
Mason City Junior College, Mason City, C. H. Beem, Dean  
Morningside College, Sioux City, Ira J. Gwinn, Registrar  
Mount Mercy Junior College, Cedar Rapids, Sister Mary Eleanor, Dean and Registrar  
Mount St. Claire College and Academy, Clinton, Sister Mary Cecile Devereux,  
Registrar  
Northwestern Junior College, Orange City, Rev. L. Nattress, Registrar  
Ottumwa Heights College, Ottumwa, Sister Marie Ancille, Dean  
St. Ambrose College, Davenport, Juanita Monholland, Registrar  
St. Ambrose College, Davenport, Rev. John P. Dolan, Admission Officer  
The State University of Iowa, Iowa City, Ted McCarrel, Registrar  
Upper Iowa University, Fayette, Wilson C. Gill, Registrar  
Waldorf College, Forest City, Rev. Sigvald D. Fauske, President  
Wartburg College, Waverly, Mattie Harms, Registrar; Fred Thompson, Director of  
Admissions  
Westmar College, LeMars, E. M. Miller, Registrar

## KANSAS

Baker University, Baldwin, B. A. Gessner, Dean  
Bethany College, Lindsborg, Joe L. Hermanson, Dean and Registrar  
Bethel College, North Newton, Eldon W. Graber, Registrar  
Central Baptist Theological Seminary, Kansas City, Robert A. Moore, Acting Registrar  
Central College, McPherson, John W. Ferrell, Registrar  
Donnelly College, Kansas City, Sister Kathleen Brazzel, Registrar  
The College of Emporia, Lyle W. Hilbert, Registrar  
Fort Hays Kansas State College, Hays, Standlee V. Dalton, Registrar  
Friends University, Wichita, Evelyn R. Clark, Registrar  
Hutchinson Junior College, Hutchinson, Chester E. Taylor, Director of Admissions and Registrar  
Kansas State College of Agriculture and Applied Science, Manhattan, E. M. Gerritz, Director of Admissions and Registrar  
Kansas State Teachers College, Emporia, Dixon Smith, Registrar  
Kansas State Teachers College, Pittsburg, C. R. Baird, Director of Admissions and Registrar  
University of Kansas, Lawrence, James K. Hitt, Registrar  
Kansas Wesleyan University, Salina, Thelma Book, Registrar  
McPherson College, McPherson, Mrs. Alice B. Martin, Registrar  
Manhattan Bible College, Manhattan, James E. Lackey, Academic Dean  
Marymount College, Salina, Sister M. Madeleva, Registrar  
Mount St. Scholastica College, Atchison, Sister M. Gonzaga, Registrar  
Municipal University of Wichita, Wichita, W. A. Fletcher, Registrar  
Ottawa University, Ottawa, Virginia Jennings, Registrar  
Sacred Heart College, Wichita, Sister M. Romana, Ad. P.P.S., Registrar  
St. John's College, Winfield, Everette Meier, Registrar  
Saint Mary College, Xavier, Sister Rose Marie, Registrar  
St. Mary of the Plains, Dodge City, Sister M. Cecelia Agnes Bodine, Registrar  
Southwestern College, Winfield, Murrel K. Snyder, Registrar  
Sterling College, Sterling, Mrs. Ada Lou Shields, Registrar  
Tabor College, Hillsboro, Ben J. Wiens, Registrar  
Washburn Municipal University, Topeka, Gladys Phinney, Registrar

## KENTUCKY

Bellarmine College, Louisville, Rev. John R. Clancy, Registrar  
Berea College, Berea, James H. Dean, Registrar  
Bowling Green Business University, Bowling Green, Nina Hammer, Registrar  
Brescia College, Owensboro, Sister M. Laurine Sheeran, Registrar  
Campbellsville College, Campbellsville, Roy O. Chumblor, Dean and Registrar  
Centre College of Kentucky, Danville, John W. Frazer, Registrar  
The College of the Bible, Lexington, Nina Boswell, Registrar  
Cumberland College, Williamsburg, Edward E. Sheils, Registrar  
Eastern Kentucky State Teachers College, Richmond, M. E. Mattox, Registrar  
Georgetown College, Georgetown, J. Foley Snyder, Registrar  
Kentucky State College, Frankfort, David H. Bradford, Dean and Registrar  
University of Kentucky, Lexington, Charles F. Elton, Registrar  
Kentucky Wesleyan College, Owensboro, Frank H. Spain, Jr., Director of Admissions and Registrar  
Lindsey Wilson College, Columbia, Verne M. Yahne, Dean and Registrar  
Loretto Junior College, Nerinx, Mother Mary Florence, Registrar  
University of Louisville, Louisville, John M. Houchens, Registrar  
Morehead State College, Morehead, Linus A. Fair, Registrar

Murray State Teachers College, Murray, Mrs. Cleo Gillis Hester, Registrar  
Nazareth College, Louisville, Sister Mary Paul Walsh, Registrar  
Nazareth College and Academy, Nazareth, Sister Catherine Spalding, Registrar  
Paducah Junior College, Paducah, Richard Price, Chief Admissions Officer  
Pikeville College, Pikeville, Rediford Damron, Dean and Registrar  
St. Catharine Junior College, St. Catharine, Sister Jean Marie, Dean  
St. Mary's College, St. Mary, Rev. Carl Fritz, C.R., Registrar  
The Southern Baptist Theological Seminary, Louisville, Thomas C. Sherwood, Registrar  
Transylvania College, Lexington, Pearl Anderson, Registrar  
Union College, Barbourville, Dorothy Lucas, Registrar  
Ursuline College, Louisville, Sister Mary Patrice, Registrar  
Villa Madonna College, Covington, Sister M. Irmina, O.S.B., Registrar  
Western Kentucky State College, Bowling Green, E. H. Canon, Registrar

#### LOUISIANA

Centenary College of Louisiana, Shreveport, The Registrar  
Dillard University, New Orleans, Anna M. Sewall, Registrar  
Francis T. Nicholls State College, Thibodaux, James Lynn Powell, Registrar  
Grambling College, Grambling, W. L. Garner, Registrar  
Louisiana College, Pineville, Dorothy Calhoon, Registrar  
Louisiana Polytechnic Institute, Ruston, Mabel May, Registrar  
Louisiana State University, Baton Rouge, Albert L. Clary, Registrar  
Louisiana State University in New Orleans, Lakefront, New Orleans, Wallace R. Burleson, Registrar  
Louisiana State University, School of Medicine, New Orleans, Leah E. Bertel, Assistant to the Director  
Loyola University, New Orleans, Carmel Discon, Registrar  
McNeese State College, Lake Charles, Inez S. Moses, Registrar  
New Orleans Baptist Theological Seminary, New Orleans, James C. Taylor, Registrar  
Northeast Louisiana State College, Monroe, Buel S. Hamner, Registrar  
Northwestern State College, Natchitoches, The Registrar  
St. Mary's Dominican College, New Orleans, The Registrar  
Southeastern Louisiana College, Hammond, C. J. Hyde, Registrar  
Southern University and Agricultural and Mechanical College, Southern Branch, Baton Rouge, J. J. Hedgeman, Registrar; Herman F. Plunkett, Assistant Registrar  
Southwestern Louisiana Institute, Lafayette, Lea L. Seale, Registrar  
The Tulane University of Louisiana, New Orleans, Mrs. Florence W. Toppino, Registrar

#### MAINE

Aroostook State Teachers College, Presque Isle  
Bates College, Lewiston, Mabel L. Libby, Registrar  
Bowdoin College, Brunswick, Helen B. Johnson, Registrar; Hubert S. Shaw, Director of Admissions  
Colby College, Waterville, William L. Bryan, Director of Admissions; Mrs. Rebecca C. Larsen, Recorder  
University of Maine, Orono, George H. Crosby, Registrar; James A. Harmon, Director of Admissions  
Nasson College, Springvale, C. James Colville, Jr., Director of Admissions and Public Relations

Portland Junior College, Portland, Harold M. Lawrence, Registrar  
St. Francis College, Biddeford, Ernest R. Therrien, Registrar

#### MARYLAND

Baltimore Junior College, Baltimore, Geary L. Stonesifer, Admissions Counselor  
Coppin State Teachers College, Baltimore, Phyllis K. McKinney, Registrar  
Goucher College, Baltimore, Mildred Covey, Registrar; Mary Ross Flowers, Director of Admissions  
Hood College, Frederick, Grace N. Brown, Registrar; Lucille G. Norman, Director of Admissions  
The Johns Hopkins University, Baltimore, Irene M. Davis, Registrar; William Logan, Director of Admissions  
Loyola College, Baltimore, The Dean  
Maryland State College, Princess Anne, Office of Admissions  
Maryland State Teachers College, Towson, Rebecca C. Tansil, Director of Admissions  
University of Maryland, College Park, The Registrar  
Montgomery Junior College, Takoma Park, William H. Neal, Registrar  
Morgan State College, Baltimore, Edward N. Wilson, Registrar; J. Percy Bond, Director of Admissions and Placement Office  
Mount St. Agnes College, Mount Washington, Sister M. Magdala, R.S.M.  
Mount St. Mary's College, Emmitsburg, Guy A. Baker, Jr., Registrar  
College of Notre Dame of Maryland, Baltimore, Sister Mary Agnesita, Director of Admissions  
Peabody Conservatory of Music, Baltimore, George R. Woodhead, Registrar  
St. John's College, Annapolis, Miriam Strange, Registrar  
St. Joseph's College, Emmitsburg, Sister Elizabeth, Registrar  
St. Mary's Seminary Junior College, St. Mary's City, The Registrar  
State Teachers College, Salisbury, Dorothy L. Powell, Registrar  
State Teachers College, Frostburg, Frederick M. Westcott, Jr., Registrar; Elizabeth Hitchins, Registrar in Charge of Admissions  
United States Naval Academy, Annapolis, Richard E. Heise, Registrar  
Washington College, Chestertown, Ermon N. Foster, Registrar  
Washington Missionary College, Takoma Park, Eunice J. Rozema, Registrar  
Western Maryland College, Westminster, Martha E. Manahan, Registrar  
Woodstock College, Woodstock, Rev. M. J. Fitzpatrick, S. J., Registrar

#### MASSACHUSETTS

American International College, Springfield, Mrs. Esther F. Hansen, Registrar  
Amherst College, Amherst, Robert F. Grose, Registrar  
Assumption College, Worcester, Rev. Louis F. Dion, A. A., Registrar  
Atlantic Union College, South Lancaster, F. Lyle Clarambeau, Registrar  
Babson Institute of Business Administration, Babson Park, Paul C. Staake, Jr., Registrar; Gordon M. Trim, Director of Admissions  
Becker Junior College, Worcester, Gilbert H. Reed, Director of Admissions  
Boston College, Chestnut Hill, Francis J. Campbell, Registrar  
Boston College, School of Education, Chestnut Hill, Elizabeth A. Strain  
Boston School of Occupational Therapy, Boston, Acile Harrison, Registrar  
Boston University, Boston, Donald L. Oliver, Director of Admissions  
Boston University, College of Liberal Arts, Boston, Katherine E. Hilliker, Assistant Dean; Earle F. Wilder, Registrar

- Boston University, College of Business Administration, Boston, Robert L. Peel, Registrar  
Boston University, School of Education, Boston, Donn W. Hayes, Registrar  
Boston University, School of Fine and Applied Arts, Boston, Wilbur D. Fullbright, Registrar  
Bradford Junior College, Bradford, Yvonne Rodax, Director of Admissions  
Brandeis University, Waltham, Charles W. Duhig, Registrar; Philip J. Driscoll, Director of Admissions  
Clark University, Worcester, Lydia P. Colby, Registrar  
Eastern Nazarene College, Wollaston, Madeline N. Nease, Registrar  
Emerson College, Boston, The Registrar  
Emmanuel College, Boston, Sister Ann Bartholomew, Registrar  
Endicott Junior College, Beverly, Eleanor Tupper, Dean and Registrar  
Fisher Junior College, Boston, Myron C. Fisher, Dean of Admissions  
Garland Junior College, Boston, Ann M. Sullivan, Registrar  
Gordon College of Theology and Missions, Beverly Farms, Mrs. Mary C. Orr, Registrar  
Harvard College, Cambridge, The Registrar  
Harvard Law School, Cambridge, Louis A. Toepfer, Assistant Dean and Director of Admissions  
College of the Holy Cross, Worcester, Rev. Miles L. Fay, S.J., Dean of Admissions; Bernard J. McManus, Registrar  
College of Our Lady of the Elms, Chicopee, Sister Helen Joseph, Registrar  
Lesley College, Cambridge, Mrs. Martha Ackerson, Registrar and Director of Admissions  
Lowell Technological Institute of Massachusetts, Lowell, Walter F. Drohan, Registrar  
Massachusetts College of Optometry, Boston, Helen C. Hastings, Registrar and Bursar  
Massachusetts Institute of Technology, Cambridge, Robert E. Hewes, Registrar; B. Alden Thresher, Director of Admissions; Eugene R. Chamberlain, Assistant Director of Admissions; Matthew B. Leggett, Assistant Director of Admissions; Paul M. Chalmers, Associate Director of Admissions; D. Hugh Darden, Assistant Director of Admissions and Executive Secretary; Warren D. Wells, Associate Registrar  
University of Massachusetts, Amherst, Marshall O. Lanphear, Registrar  
Merrimack College, North Andover, Rev. Francis X. Smith, O.S.A., Registrar  
Mount Holyoke College, South Hadley, Genevieve F. Pratt, Registrar  
New Bedford Institute of Technology, New Bedford, Warren M. Holt, Registrar  
New England Conservatory of Music, Boston, Elwood E. Gaskill, Registrar  
Newton College of the Sacred Heart, Newton, Mother Loretta Santen, Registrar  
Northeastern University, Boston, Rudolph M. Morris, Registrar; Gilbert C. Garland, Director of Admissions  
Pine Manor Junior College, Wellesley, William E. Bridges, Director of Admissions  
Regis College, Weston, Sister Mary Margarita, Registrar  
Salem Teachers College, Salem  
Simmons College, Boston, Margaret Kimball Gonyea, Registrar  
Smith College, Northampton, The Registrar  
Springfield College, Springfield, Olga Eaton Ellis, Registrar; William H. Lammers, Director of Admissions  
Staley College, Brookline, Emily E. Staley, Registrar  
Suffolk University, Boston, Donald W. Goodrich, Registrar  
Suffolk University Law School, Boston, Catherine T. Judge, Registrar

- Tufts University, Medford, James R. Strawbridge, University Recorder  
Wellesley College, Wellesley, Kathleen Elliott, Recorder  
Western New England College, Springfield, Robert L. Campbell, Dean of Students;  
Cuno Bender, Associate Director of Admissions and Director of Student Activities;  
Rae J. Malcolm, Director of Admissions  
Wheaton College, Norton, Library  
Wheelock College, Boston, Harry S. Wurtz, Registrar  
Williams College, Williamstown, Mrs. Nelson S. McCraw, Registrar and Editor  
Worcester Junior College, Worcester, Hazel T. Bemis, Registrar  
Worcester Polytechnic Institute, Worcester, Gertrude R. Rugg, Registrar

### MICHIGAN

- Adrian College, Adrian, Mrs. M. C. Miller, Registrar  
Albion College, Albion, Marvin F. Pahl, Registrar  
Alma College, Alma, Molly Parrish, Registrar; Guile J. Graham, Director of Admissions  
Aquinas College, Grand Rapids, Sister M. Blandina, Registrar  
Bay City Junior College, Bay City, W. E. Thorsberg, Registrar  
Calvin College, Grand Rapids, H. C. Dekker, Registrar  
Central Michigan College, Mount Pleasant, George N. Lauer, Dean of Records  
Cleary College, Ypsilanti, Walter Greig, Registrar  
Detroit Bible Institute, Detroit, Mrs. Laurence P. Cavers, Registrar  
Detroit College of Law, Detroit, Charles H. King, Dean  
Detroit Institute of Technology, Detroit, Donald A. Houghton, Admissions Director  
University of Detroit, Detroit, Joseph A. Berkowski, Registrar  
Eastern Michigan College, Ypsilanti, Everett L. Marshall, Registrar; Ralph F. Gilden, Director of Admissions  
Emmanuel Missionary College, Berrien Springs, H. L. Rasmussen, Registrar  
Ferris Institute, Big Rapids, Harold E. Wisner, Registrar  
Flint Junior College, Flint, Muriel Parsell, Registrar  
General Motors Institute, Flint, R. H. Bechtold, Registrar and Chairman of Admissions Committee  
Grand Rapids Junior College, Grand Rapids, Lyvonne Riisberg, Registrar  
Henry Ford Community College, Dearborn, Albert M. Ammerman, Admissions Officer  
The Highland Park Junior College, Highland Park, Grant O. Withey, Dean  
Hillsdale College, Hillsdale, Florence Kreiter, Registrar  
Hope College, Holland, Paul E. Hinkamp, Registrar  
Lawrence Institute of Technology, Highland Park, Genevieve Dooley, Registrar  
Madonna College, Livonia, Sister Mary Remigia, Registrar  
Marygrove College, Detroit, Sister Miriam Fidelis  
Mercy College, Detroit, Sister Mary Judith, R.S.M.  
Merrill-Palmer School, Detroit, Mrs. Maybelle Stevens, Registrar  
Michigan College of Mining and Technology, Houghton, Thomas C. Sermon, Registrar  
Michigan College of Mining and Technology, Sault Branch, Sault St. Marie, James C. Myers, Jr., Assistant Registrar  
Michigan State University, East Lansing, Kermit H. Smith, Registrar  
University of Michigan, Ann Arbor, Edward G. Groesbeck, Registrar; Clyde Vroman, Director of Admissions; Gayle C. Wilson, Associate Director of Ad-

missions; Byron L. Goresbeck, Assistant Director of Admissions; Merlin W. Miller, Assistant Director, Office of Registration and Records  
University of Michigan, Flint College, Flint, Robert H. Plummer, Director of Student Affairs and Services  
Nazareth College, Nazareth, Sister M. Therese, Registrar  
Northern Michigan College of Education, Marquette, L. O. Gant, Registrar  
Olivet College, Olivet, Helen M. Mitchell, Registrar  
Owosso Bible College, Owosso, Betty Messer, Acting Registrar  
Port Huron Junior College, Port Huron, Edward Bush, Registrar  
Sacred Heart Seminary, Detroit, Rev. Edmond A. Fournier, Registrar and Director of Admissions; Rev. William E. Hoerauf, Admissions Officer  
St. Mary's College, Orchard Lake, The Registrar  
Siena Heights College, Adrian, Sister M. Bertha, Registrar  
Suomi College, Hancock, David T. Halkola, Registrar  
Wayne State University, Detroit, Elizabeth A. Platt, Registrar  
Western Michigan College of Education, Kalamazoo, Clayton J. Maus, Registrar; Keith Smith, Assistant Registrar

#### MINNESOTA

Augsburg College, Minneapolis, Mildred Joel, Registrar  
Bethany Lutheran College, Mankato, N. S. Holte, Registrar  
Bethel College, St. Paul, Royal Bloom, Director of Admissions  
Carleton College, Northfield, Kenneth W. Wegner, Registrar  
Concordia College, Moorhead, Donald Dale, Registrar  
Concordia College, St. Paul, Jan Pavel, Registrar  
Gustavus Adolphus College, St. Peter, Oliver C. Hagglund, Registrar  
Hamline University, St. Paul, Clarabelle B. Olson, Registrar; Dean G. Trampe, Director of Admissions  
Macalester College, St. Paul, Raymond Jay Bradley, Registrar  
Mankato State Teachers College, Mankato, W. A. Cox, Registrar  
Minneapolis School of Art, Minneapolis, Norma Bierbauer, Registrar  
University of Minnesota, Minneapolis, True E. Pettengill, Office of Recorder  
University of Minnesota, Duluth Branch, Duluth, John W. Fisher  
University of Minnesota, St. Paul Campus, St. Paul, Mrs. Luella Larsen, Supervisor of Admissions and Records  
Minnesota Bible College, Minneapolis, Don L. Riggin, Registrar  
Northwestern College, Minneapolis, The Registrar  
Rochester Junior College, Rochester, Gerald W. Paul, Registrar  
College of St. Benedict, St. Joseph, Sister Vivia Theisen, O.S.B., Registrar  
College of St. Catherine, Saint Paul, Sister Helen Margaret, Registrar  
St. John's University, Collegeville, Rev. Gunther Rolfson, O.S.B., Registrar  
St. Mary's College, Winona, Brother J. Regis, F.S.C.  
St. Olaf College, Northfield, Inez Frayseth, Registrar; C. R. Swanson, Director of Admissions  
The St. Paul Bible College, St. Paul, Merton W. Tanner, Registrar  
The Saint Paul Seminary, St. Paul, Rev. George J. Ziskovsky, Registrar  
College of St. Scholastica, Duluth, Sister Mary Jude Gardner, Registrar  
College of St. Teresa, Winona, Sister M. Avila, O.S.F., Registrar  
College of St. Thomas, St. Paul, Rev. Donald J. Gormley, Registrar  
State Teachers College, Bemidji  
State Teachers College, Moorhead, Earl Foremann, Director, Admissions, Records, and Evaluation

State Teachers College, St. Cloud, Truman Pouncey, Registrar  
Winona State Teachers College, Winona, Helen B. Pritchard, Registrar  
Worthington Junior College, Worthington, W. Donald Olsen, Dean

#### MISSISSIPPI

Alcorn Agricultural and Mechanical College, Alcorn, Jennie Lee Jackson, Registrar  
Jackson State College, Jackson, DeLars Funches, Registrar  
Mary Holmes Junior College, West Point, Henry L. Berry, Registrar  
Millsaps College, Jackson, Paul D. Hardin, Registrar  
Mississippi College, Clinton, Troy M. Mohon, Registrar  
Mississippi Delta State Teachers College, Cleveland, Katie Mauldin, Registrar  
Mississippi Southern College, Hattiesburg, O. N. Darby, Registrar  
Mississippi State College, State College, J. H. McLendon, Registrar  
Mississippi State College for Women, Columbus, David F. Snipes, Registrar  
University of Mississippi, University, Robert B. Ellis, Registrar  
University of Mississippi, School of Medicine, Jackson, Mrs. Fred W. White, Jr.,  
Registrar  
Mississippi Vocational College, Itta Bena, O. P. Lowe, Dean and Registrar  
Tougaloo Southern Christian College, Tougaloo, Halbert E. Dockins, Registrar

#### MISSOURI

Central Bible Institute and Seminary, Springfield, O. E. Gaugh, Dean of Admissions  
Central Missouri State College, Warrensburg, Mrs. Margaret Brown, Registrar  
Christian College, Columbia, Neil Freeland, Director of Admissions  
Concordia Theological Seminary, St. Louis, L. C. Wuerffel, Dean  
Cottey College, Nevada, Henry M. Gregory, Registrar  
Culver-Stockton College, Canton, The Registrar  
Drury College, Springfield, Mrs. Gertrude Rockwell, Registrar  
Evangel College, Springfield, Wilmeth C. Price, Registrar; Richard D. Strahan  
Fontbonne College, St. Louis, Sister Anne Edward, C.S.J., Registrar  
Hannibal-LaGrange College, Hannibal, Howard S. Higdon, Dean and Registrar  
Joplin Junior College, Joplin, Margaret Mitchell, Registrar  
Kansas City Junior College, Kansas City, Inez Dahl, Registrar  
Kansas City College of Osteopathy and Surgery, Kansas City, Mrs. Mona Smith,  
Registrar  
Kansas City Art Institute, Kansas City, Mrs. Gretchen Van Del, Registrar  
The University of Kansas City, Kansas City, Leo J. Sweeney, Director of Admissions  
and Records  
Kemper Military School, Boonville, F. J. Marston, Dean  
Kirksville College of Osteopathy and Surgery, Kirksville, F. M. Walter, Assistant  
to the Dean  
Lincoln University, Jefferson City, The Registrar  
Lindenwood College, St. Charles, The Registrar  
Marillac College, Normandy, Sister Elaine Catellier, D.C., Registrar  
Maryville College, St. Louis, Mother Lucille J. Pezolt, R.S.C.J., Registrar  
University of Missouri, Columbia, S. Woodson Canada, Registrar; Charles W.  
McLane, Director of Admissions  
University of Missouri, School of Mines and Metallurgy, Rolla, Paul E. Ponder,  
Registrar and Director of Admissions  
Missouri Valley College, Marshall, Rodney Wells, Registrar  
National College for Christian Workers, Kansas City, Frieda M. Gipson, Registrar  
Northeast Missouri State Teachers College, Kirksville, Orville Bowers, Registrar

Northwest Missouri State College, Maryville, R. P. Foster, Registrar  
 Notre Dame College, St. Louis, Sister M. Renelle, S.S.N.D., Registrar  
 Park College, Parkville, Mrs. Sherry Browne, Registrar  
 Rockhurst College, Kansas City, Rev. Joseph E. Gough, Dean and Admissions Officer; Paul D. Arend, Registrar  
 St. Joseph Junior College, St. Joseph, Marion Gibbons, Dean  
 St. Louis Institute of Music, St. Louis, Mrs. Velma T. Honig, Registrar  
 St. Louis University, St. Louis, Richard Keefe, Director of Admissions; Margaret J. Wuller, University Registrar  
 St. Louis University, School of Dentistry, St. Louis, Mary R. Ruane, Registrar  
 St. Mary's Seminary, Perryville, Rev. Oscar J. Miller, C.M., Registrar  
 St. Paul's College, Concordia, Allen Nauss, Dean of Students  
 The College of St. Teresa, Kansas City, Sister M. Georgina Evans, C.S.J., Registrar  
 Southeast Missouri State College, Cape Girardeau, Alton Bray, Registrar  
 Southwest Baptist College, Bolivar, Orien B. Hendrex, Registrar  
 Southwest Missouri State Teachers College, Springfield, Guy H. Thompson, Registrar  
 Stephens College, Columbia, P.R.M. Armstrong, Registrar; Machin Gardner, Director of Admissions  
 Tarkio College, Tarkio, Mrs. Mary C. Stevenson, Registrar  
 Washington University, St. Louis, O. W. Wagner, Director of Student Records; William Glasgow Bowling, Dean of Admissions  
 Washington University, School of Medicine, St. Louis, W. B. Parker, Registrar  
 Webster College, Webster Groves, Sister Alexander Marie, Registrar  
 Wentworth Military Academy, Lexington, Dallas C. Buck, Dean  
 Westminster College, Fulton, Donald B. Gordon, Registrar  
 William Jewell College, Liberty, F. M. Derwacter, Registrar; E. W. Holzapfel, Dean of Students

#### MONTANA

Eastern Montana College of Education, Billings, Oscar L. Alm, Registrar  
 College of Great Falls, Great Falls, Sister Helen Paula, Registrar  
 Montana School of Mines, Butte, W. M. Brown, Registrar  
 Montana State College, Bozeman, Martha L. Hawksworth, Registrar  
 Northern Montana College, Havre, John W. Brown, Dean, Student Personnel Services, and Registrar  
 State University of Montana, Missoula, Leo Smith, Registrar  
 Western Montana College of Education, Dillon, Dorothy Gelhaus, Registrar

#### NEBRASKA

Concordia Teachers College, Seward, Willa Koenig, Registrar  
 Creighton University, Omaha, Jack N. Williams, Registrar  
 Dana College, Blair, E. M. Rasmussen, Registrar  
 Doane College, Crete, Loyd C. Oleson, Registrar  
 Duchesne College, Omaha, Mother Lucille John, Registrar  
 Fairbury Junior College, Fairbury, N. Dallas Evans, Dean and Registrar  
 Grace Bible Institute, Omaha, John Schrag, Registrar  
 Hastings College, Hastings, Eunice Chapman, Registrar  
 Midland College, Fremont, Mildred A. Cattern, Registrar  
 Municipal University of Omaha, Omaha, Alice Smith, Registrar  
 Nebraska State Teachers College, Chadron, A. E. Kent, Registrar  
 Nebraska State Teachers College, Wayne, The Registrar  
 Nebraska State Teachers College, Kearney, J. H. Horner, Registrar and Admissions Director

Nebraska State Teachers College, Peru, F. H. Larson, Registrar  
Nebraska Wesleyan University, Lincoln, Mrs. Helen Luschei, Registrar  
University of Nebraska, Lincoln, Floyd W. Hoover, Registrar  
College of St. Mary, Omaha, Sister Mary Henry, R.S.M., Registrar  
Union College, Lincoln, Marie Anderson, Registrar

## NEVADA

University of Nevada, Reno, Clarence E. Byrd, Registrar  
University of Nevada, Southern Regional Division, Las Vegas, Mrs. Jewell C. Reynolds, Assistant Director of Admissions; Muriel M. Parks, Assistant Registrar

## NEW HAMPSHIRE

Colby Junior College, New London, Elizabeth Sladen, Registrar  
Dartmouth College, Hanover, Robin Robinson, Registrar  
Mount St. Mary College, Hooksett, Jacqueline Mara, Registrar  
University of New Hampshire, Durham, Doris Beane, University Recorder  
Rivier College, Nashua, Sister Marie Clarisse, Registrar  
St. Anselm's College, Manchester, Stephen F. Parent, Registrar

## NEW JERSEY

Bloomfield College and Seminary, Bloomfield, Ralph N. Calkins, Dean  
Caldwell College for Women, Caldwell, Sister Marita, O.P., Registrar  
Centenary College for Women, Hackettstown, Edward W. Seay, President; Margaret E. Hight, Dean  
Drew University, Madison, Walter A. Glass, Registrar  
Educational Testing Service, Princeton, New Jersey  
Fairleigh Dickinson University, Rutherford, Mrs. Peter Sammartino, University Registrar; Richard Desmond, Director, Evening Session  
Fairleigh Dickinson University, Madison, R. Preston Shoemaker, Jr., Assistant Director of Admissions; Thomas M. Emory, Registrar  
Fairleigh Dickinson University, Teaneck, Mrs. Harriet E. Beggs, Registrar  
Georgian Court, Lakewood, Sister Mary Incarnata, Registrar  
Jersey City Junior College, Jersey City  
Jersey City State Teachers College, Jersey City, M. B. Gilligan, President  
Monmouth College, West Long Branch, Ronald D. Brooks, Registrar  
Montclair State Teachers College, Upper Montclair, Mary M. House, Registrar  
Newark College of Engineering and Newark Technical School, Newark, E. Alice Hickey, Recorder; Frank A. Grammer, Dean of Students; Robert K. Haubner, Assistant to the Dean of Students  
Newark State College, Union, Edward Frank Johnson, Chairman of Admissions  
New Jersey State Teachers College, Newark, Vera F. Minkin, Registrar  
New Jersey State Teachers College, Paterson, Eleanor I. Edwards, Registrar  
New Jersey State Teachers College, Trenton, Lycia O. Martin, Director of Admissions; Michael Iaciofano  
Princeton University, Princeton, Howard W. Stepp, Registrar  
Rutgers University, New Brunswick, Wherry E. Zingg, University Registrar; George A. Kramer, University Director of Admissions  
Rutgers University, University College, Newark, Catherine Carr, Assistant Registrar  
Rutgers University, Douglass College, New Brunswick, Janice Harvey, Director of Admissions Office; Roberta F. Powers, Registrar  
Rutgers University, The Newark Colleges, Newark, Edward B. Tiefeld, Registrar; Robert P. Biunno, Director of Admissions

Rutgers University, The College of South Jersey, Camden, Margaret Zipp, Registrar; Harold A. Eaton, Director of Admissions  
College of St. Elizabeth, Convent Station, Sister Rose Therese, Registrar; Sister M. Kathleen, Directress of Admissions  
St. Peter's College, Jersey City, Kenneth J. Dwyer, Registrar; Vincent P. McInerney, Director of Admissions  
Seton Hall University, South Orange, M. K. Fitzsimmons, Registrar  
Shelton College, Ringwood, F. Dean Banta, Dean of the College  
Stevens Institute of Technology, Hoboken, N. H. Memory, Director of Admission  
Trenton Junior College, Trenton, Janet S. Trembath, Registrar  
Union Junior College, Cranford, Dorothea Wiersma, Registrar  
Upsala College, East Orange, G. P. Carlson, Secretary and Registrar  
Westminster Choir College, Princeton, Rhea B. Williamson, Dean of the College

#### NEW MEXICO

Eastern New Mexico University, Portales, Ruth Wheeler, Registrar  
New Mexico College of Agriculture and Mechanic Arts, State College, Era Rentfrow, Registrar  
New Mexico Highlands University, Las Vegas, C. H. Robinson, Registrar  
New Mexico Institute of Mining and Technology, Socorro, Arthur P. Stanton, Registrar  
New Mexico Military Institute, Roswell, Colonel Ellsworth Neil Murray, Registrar and Director of Admissions  
University of New Mexico, Albuquerque, J. C. MacGregor, Director of Admissions and Registrar  
New Mexico Western College, Silver City, Donald S. Overturf, Dean of Admissions and Records; Mrs. Ruth M. Humphrey, Recorder and Assistant Registrar  
College of St. Joseph on the Rio Grande, Albuquerque, Sister M. Catherine Ann, Registrar  
St. Michael's College, Santa Fe, Brother B. Stephen Donlon, Dean and Registrar

#### NEW YORK

Academy of Aeronautics, La Guardia Airport, Walter M. Hartung, Director of Training, Vice President  
Adelphi College, Garden City, Rosemary A. Feeney, Registrar  
Alfred University, Alfred, Clifford M. Potter, Registrar; Philip J. Hedstrom, Director of Admissions  
Auburn Community College, Auburn, Albert T. Skinner, Dean  
Baptist Bible Seminary, Johnson City, Mead C. Armstrong, Registrar  
Bard College, Annandale-on-Hudson, Elsie L. Quinn, Registrar; Richard M. Gummere, Jr., Director of Admissions  
Brooklyn College, Brooklyn, S. N. Kagen, Registrar  
Broome County Technical Institute, Binghamton, James E. McVean, Director of Admissions and Extension  
The University of Buffalo, Buffalo, Emma E. Deters, Registrar  
Canisius College, Buffalo, Francis V. Daley, Assistant Registrar; Joseph R. Stillwell, Assistant Registrar  
Cazenovia Junior College, Cazenovia, John Morton Watts, Dean; Mrs. Mable R. Burg, Director of Admissions  
Clarkson Memorial College of Technology, Potsdam, F. A. Ramsdell, Registrar and Director of Placement  
Colgate University, Hamilton, William J. Everts, Registrar; Robert B. Shirley, Director of Admissions

- Columbia University, New York, Charles P. Hurd, Registrar; Harold E. Lowe, Director of University Admissions; Robert J. Senkier, Associate Director of University Admissions
- Columbia University, Barnard College, Margaret Giddings, Registrar
- Columbia University, College of Pharmacy, Andrew J. Esposito, Registrar
- Columbia University, Teachers College, The Registrar; Hattie Jarmon, Officer in Charge of Admissions
- Concordia Collegiate Institute, Bronxville, The Dean
- The Cooper Union, New York, Walter S. Watson, Registrar and Director of Admissions
- Cornell University, Ithaca, Walter A. Snickenberger, Registrar; David A. Warren, Assistant Registrar; Herbert H. Williams, Director of Admissions
- Cortland State Teachers College, Cortland, Stanley Metzger, Dean of Students
- D'Youville College, Buffalo, Sister Alice of the Sacred Heart, Registrar
- Elmira College, Elmira, Mrs. Susan H. Mangan, Registrar
- Erie County Technical Institute, Buffalo, Ernest Notar, Dean
- Fashion Institute of Technology, New York, Mrs. Marion K. Brandriss, Chairman of Admissions
- Finch College, New York, Mrs. Myrtle Augustin, Registrar; Mrs. Anne Chapin, Director of Admissions
- Fordham University, Campus Division, William F. McAloon, Acting Registrar; Martin J. Meade, Director of Admissions
- Fordham University, City Hall Division, E. Vincent O'Brien, Director of Admissions and Records
- General Electric Company, Schenectady, J. Moreau Brown, Administrator, Corporate Support Programs
- Good Counsel College, White Plains, Sister M. Ambrose, Registrar
- Hamilton College, Clinton, Mrs. Maleska Robinson, Registrar
- Hartwick College, Oneonta, Gerald E. Reese, Registrar and Director of Admissions
- Hobart College, Geneva, John S. Witte, Director of Admissions; Elizabeth R. Durfee, Registrar
- Hofstra College, Hempstead, Charles J. Meixel, Registrar
- Houghton College, Houghton, Registrar
- Hunter College of the City of New York, New York, Hugh Bennett, Registrar
- Hunter College of the City of New York, Bronx Buildings, New York, George J. Schoengood, Assistant Registrar
- Iona College, New Rochelle, Hugh J. McCabe, Jr., Registrar
- Ithaca College, Ithaca, Florence Howland, Registrar
- Jamestown Community College, Jamestown, William H. Schlifke, Dean
- Juilliard School of Music, New York, Judson Ehrbar, Registrar
- Keuka College, Keuka Park, Helen M. Space, Registrar
- The Kings College, Briarcliff Manor, D. W. Ryther, Registrar
- Ladycliff College, Highland Falls, Sister Miriam, Registrar
- Le Moyne College, Syracuse, Theodore G. Meyers, Registrar
- Long Island University, Brooklyn, The Registrar
- Long Island University, C. W. Post College, Greenvale, Jean Glidden, Director of Admissions and Registrar
- Manhattan College, New York, Brother Aquilinus Joseph, F.S.C., Registrar; John A. Cossa, Dean of Student Personnel
- Manhattan School of Music, New York, Donald J. Rauscher, Registrar
- Manhattanville College of the Sacred Heart, Purchase, Gertrude V. Brady, Registrar
- Marion College, Poughkeepsie, Brother John Malachy, F.M.S., Registrar
- Maryknoll Teachers College, Maryknoll, Sister Teresa Marie, Registrar

- Marymount College, Tarrytown-on-Hudson, Mother M. de Lourdes, Registrar  
Marymount College, New York, Mother M. Majella, Registrar  
Mills College of Education, New York, Muriel Poland, Registrar  
Mount St. Joseph Teachers College, Buffalo, Sister M. Theodosia, Registrar  
College of Mt. St. Vincent, New York, Sister Miriam Rose, Registrar  
Nazareth College of Rochester, Rochester, Sister Josephine Louise, Registrar  
College of New Rochelle, New Rochelle, Mother M. Paula Bero, O.S.U., Registrar  
The New School for Social Research, The Graduate Faculty of Political and Social Sciences, New York, Mary Lynn, Registrar  
The New School for Social Research, Undergraduate Division in Adult Education, Charles Godley, Registrar  
College of the City of New York, New York, Robert L. Taylor, Registrar  
College of the City of New York, The Baruch School, New York, Agnes Claire Mulligan, Associate Registrar  
New York City Community College, Brooklyn, Alfred R. Mascolo, Recorder of the College  
New York School of Social Work, New York, Dorothy Evans, Registrar  
New York State Agricultural and Technical Institute, Alfred, Milo Van Hall, Director of Student Personnel  
New York State College of Forestry, Syracuse, Raymond F. Crossman, Dean of Students; Marguerite A. Van Bree,  
New York State College for Teachers, Albany, The Registrar  
New York University, New York, Thomas P. Robinson, Director of Admissions; Ralph B. von Guerard, Registrar  
Niagara University, Niagara University, Rev. Robert J. Rivard, C.M., Registrar  
Notre Dame College of Staten Island, Staten Island, Mother St. Catherine Denise, Registrar  
Nyack Missionary College, Nyack, May K. Leo, Registrar  
Orange County Community College, Middletown, Walter Brown, Director of Admissions  
Pace College, New York, Robert E. Powers, Director of Admissions  
Packer Collegiate Institute, Brooklyn, Nell M. Rothschild, Registrar and Field Secretary  
The Polytechnic Institute of Brooklyn, Brooklyn, George S. Eaton, Registrar  
Pratt Institute, Brooklyn, Louis Rabineau, Director of Admissions and Registrar; Gene P. Dean, Assistant Director of Admissions; Mrs. Mary A. Mulkey, Assistant Director of Admissions and Registrar  
Queens College, Flushing, Howard A. Knag, Registrar  
Rensselaer Polytechnic Institute, Troy, John A. Dunlop, Registrar  
Roberts Wesleyan College, North Chili, Neil F. Pfouts, Registrar  
Rochester Institute of Technology, Rochester, Alfred A. Johns, Registrar  
University of Rochester, Rochester, Charles R. Dalton, Director of Admissions and Director of Student Aid; Robert H. McCambridge, Director of Registration; Olive M. Schrader, Associate University Registrar; Ruth M. Harper, Associate University Registrar  
University of Rochester, Eastman School of Music, Rochester, Ralph Bigelow, Registrar; Edward H. Easley, Director of Admissions  
Rosary Hill College, Buffalo, Sister M. Innocentia, Registrar  
Russell Sage College, Troy, Clarence A. Heagle, Director of Admissions; Mrs. James D. Campbell, Registrar  
St. Bernardine of Siena College, Loudonville, Rev. Albert A. Angelo, O.F.M., Registrar

- St. Bonaventure University, St. Bonaventure, Rev. Ambrose F. Buckingham, O.F.M., Registrar  
St. Francis College, Brooklyn, Rev. Brother Kilian, O.S.F., Director of Admissions  
St. John Fisher College, Rochester, Gerard H. Tucker, Registrar  
St. John's University, Brooklyn, Henry F. Rossi, University Registrar; Rev. Frederick J. Easterly, C.M., Vice President for Student Personnel Services  
St. Joseph's College for Women, Brooklyn, Sister Veneranda, Registrar  
St. Lawrence University, Canton, Helen Whalen, Registrar; Director of Admissions  
College of St. Rose, Albany, Sister Joseph Clare, Registrar  
Sarah Lawrence College, Bronxville, Alice M. Bovard, Director of Admissions  
Skidmore College, Saratoga Springs, Anna Ludington Hobbs, Registrar  
State Teachers College, Fredonia, Alva M. Keen, Registrar  
State Teachers College, New Paltz, The Registrar  
State Teachers College, Potsdam, Dorothy A. Hall, Registrar  
State University Agricultural and Technical Institute, Farmingdale, William A. Medesey, Director  
State University of New York, Harpur College, Endicott, Mrs. Marie Coney, Registrar; Ralph J. Rishel, Director of Admissions  
State University of New York, Maritime College, Fort Schuyler, Arthur J. Spring, Dean of Students  
State University of New York, College of Medicine at New York City, Brooklyn, The Registrar  
State University Teachers College, Buffalo, Dorothy E. Eells, Registrar  
State University Teachers College, Geneseo, Kenneth H. Freeman, Dean  
State University Teachers College, Oswego, Mrs. Mary D. Hennessey, Registrar  
State University Teachers College, Plattsburgh, Louise H. James, Registrar  
State University of New York, Upstate Medical Center, Syracuse, David G. Johnson, Dean for Student Personnel  
Staten Island Community College, Staten Island, Frank Ballweg, Jr., Recorder  
Syracuse University, Syracuse, K. J. Kennedy, Registrar  
Union College, Schenectady, Mrs. Charlotte M. Rapelje, Registrar  
United States Merchant Marine Academy, Kings Point, L.I., Lt. Commander K. A. Geary, U.S.M.S., Registrar and Educational Services Officer  
United States Military Academy, West Point, Major Robert S. Day, Registrar  
Vassar College, Poughkeepsie, Julia G. Bacon, Recorder  
Wagner Memorial Lutheran College, Staten Island, Marguerite Hess, Registrar; Fred Holmes, Assistant Director of Admissions  
Wells College, Aurora, Ruth Moe, Recorder  
Westchester Community College, White Plains, Robert H. Reynolds, Registrar  
Yeshiva University, College of Arts and Science, New York, Morris Silverman, Registrar  
Yeshiva University, Graduate Division, New York, Mrs. Pearl Kardon, Recorder  
Yeshiva University, Graduate School of Education, New York, Emanuel Ehrlich, Registrar; Otto Krash, Admissions Officer  
Yeshiva University, Stern College for Women, New York, Dan Vogel, Recorder  
Yeshiva University, New York, David Mirsky, Director of Admissions

## NORTH CAROLINA

- The Agricultural and Technical College of North Carolina, Greensboro, C. R. A. Cunningham, Registrar  
Atlantic Christian College, Wilson, Bethany R. Joyner, Registrar  
Belmont Abbey College, Belmont, David J. Gorney, Registrar

Bennett College for Women, Greensboro, Willa B. Player, Registrar  
Brevard College, Brevard, J. Weldon Hall  
Charlotte College, Charlotte, Joyce Dunn, Registrar  
Chowan College, Murfreesboro, L. Robert Grogan, Registrar  
Davidson College, Davidson, Fred W. Hengeveld, Registrar  
Duke University, Durham, R. L. Tuthill, University Registrar  
Duke University, Divinity School, Durham, Helen M. Kendall, Recorder  
East Carolina College, Greenville, Orval L. Phillips, Registrar  
Elon College, Elon College, Hazel Walker, Registrar  
Flora MacDonald College, Red Springs, Rodger W. Decker, Dean of Administration  
Greensboro College, Greensboro, Clark R. Cahow, Director of Admissions and Registrar  
High Point College, High Point, N. P. Yarborough, Registrar  
Johnson C. Smith University, Charlotte, J. Arthur Twitty, Registrar  
Lees-McRae College, Banner Elk, Beatrice H. Criner, Registrar  
Lenoir-Rhyne College, Hickory, Edwin L. Setzler, Registrar  
Livingstone College, Salisbury, Julia B. Duncan, Registrar  
Louisburg College, Louisburg, John B. York, Registrar  
Meredith College, Raleigh, Mrs. Vera Tart Marsh, Registrar  
Mitchell College, Statesville, The Registrar  
North Carolina College of Agriculture and Engineering, Raleigh, K. D. Raab, Director of Admissions and Registration  
North Carolina College at Durham, Durham, Frances M. Eagleson, Registrar  
University of North Carolina, Chapel Hill, Charles Bernard, Director of Admissions; Raymond E. Strong, Assistant Director, Central Office of Records  
University of North Carolina, The Woman's College, Greensboro, Mildred Newton, Director of Admissions  
Peace College, Raleigh, Frances Suter, Registrar  
Pembroke State College, Pembroke, James A. Jacobs, Registrar  
Pfeiffer Junior College, Misenheimer, Academic Dean and Registrar  
Piedmont Bible College, Winston-Salem, Wilbur E. Henke, Registrar  
Queens College, Charlotte, Mrs. Caroline Love Myers, Registrar  
St. Augustine's College, Raleigh, David C. Virgo, Registrar  
Salem College, Winston-Salem, Margaret L. Simpson, Registrar  
Shaw University, Raleigh, Mrs. Martha W. Wheeler, Registrar  
Southeastern Baptist Theological Seminary, Wake Forrest, Fred Sandusky, Registrar  
Wake Forest College, Winston-Salem, Grady S. Patterson, Registrar  
Warren Wilson College, Swannanoa, Elizabeth G. Martin, Assistant Dean  
Wilmington College, Wilmington, J. Marshall Crews, Registrar

#### NORTH DAKOTA

Jamestown College, Jamestown, William Westley, Registrar  
North Dakota Agricultural College, Fargo, Merlin W. Miller, Director of Admissions and Records  
North Dakota State School of Science, Wahpeton, W. M. Nordgaard, Registrar  
University of North Dakota, Grand Forks, Ruby M. McKenzie, Registrar  
State Normal and Industrial College, Ellendale  
State Teachers College, Dickinson, P. O. Aasmundstad, Registrar  
State Teachers College, Mayville, J. Evert Scholten, Registrar  
State Teachers College, Minot, O. L. Alm, Registrar  
State Teachers College, Valley City, Adolf Soroos, Registrar

## OHIO

- Air Force Institute of Technology, Wright Patterson Air Force Base, Glenn O. Emick, Director of Admissions; Major Marion A. Fontanella, Chief, Evaluation and Guidance Section (Admissions Division)
- The University of Akron, Akron, Bruce Alderman, Registrar
- Antioch College, Yellow Springs, Mariam L. Dickinson, Registrar; Mrs. Fressa Baker Inman, Director of Admissions
- Ashland College, Ashland, Harold S. Clarke, Registrar
- Baldwin-Wallace College, Berea, Jess J. Petty, Registrar
- Bluffton College, Bluffton, J. Richard Weaver, Registrar
- Bowling Green State University, Bowling Green, Glenn Van Wormer, Registrar
- Capital University, Columbus, Frances Quinlin, Registrar
- Case Institute of Technology, Cleveland, W. E. Nudd, Registrar
- Central State College, Wilberforce, Gladys L. Powell, Registrar
- University of Cincinnati, Cincinnati, Garland G. Parker, University Registrar
- The Cleveland Institute of Music, Cleveland, Margaret Roenfeldt, Registrar
- University of Dayton, Dayton, Joseph Mervar, Registrar
- Denison University, Granville, Donald R. Fitch, Registrar; Charlotte F. Weeks, Secretary of the Admissions Committee
- Fenn College, Cleveland, V. Richard Gulbenkian, Registrar
- Findlay College, Findlay, Myrtle Deming, Registrar
- Franklin University, Columbus, Joseph F. Frasch, Director
- Hebrew Union College, Jewish Institute of Religion, Cincinnati, Samuel Sandmel, Provost
- Heidelberg College, Tiffin, C. Lucile Christman, Registrar
- Hiram College, Hiram, Lawrence C. Underwood, Registrar
- John Carroll University, Cleveland, The Registrar; Rev. Joseph F. Downey, S.J., Dean, College of Arts and Sciences
- Kent State University, Kent, Charles E. Atkinson, Registrar
- Kenyon College, Gambier, S. R. McGowan, Registrar
- Lake Erie College, Painesville, C. T. Ruddick, Secretary
- Malone College, Canton, Roger Wood, Registrar
- Marietta College, Marietta, Mrs. Lillian Spindler Sinclair, Registrar
- Mary Manse College, Toledo, Sister M. Ethelreda, Registrar
- Miami University, Oxford, William C. Smyser, Registrar
- College of Mount St. Joseph on the Ohio, Mount St. Joseph, Sister Reginald, Registrar
- Mount Union College, Alliance, Robert W. Tripp, Registrar
- Muskingum College, New Concord, Edward R. Butler, Registrar
- Notre Dame College, South Euclid, Sister Mary Aquinas
- Oberlin College, Oberlin, J. C. Kennedy, Registrar
- Ohio College of Chiropody, Cleveland, M. M. Pomerantz, M.D., Dean and Registrar
- Ohio Mechanics Institute, Cincinnati, Hazel S. Selby, Registrar
- Ohio Northern University, Ada, J. A. Woofter, Registrar
- The Ohio State University, Columbus, Kenneth R. Varner, Registrar; W. Lloyd Sprouse, Examiner
- Ohio University, Athens, Robert E. Mahn, Registrar; Clark E. Williams, Director of Admissions
- Ohio Wesleyan University, Delaware, Allan C. Ingraham, Associate Dean and Registrar
- Otterbein College, Westerville, Floyd J. Vance, Registrar

Our Lady of Cincinnati College, Cincinnati, Sister Mary Martina, R.S.M., Registrar  
The Pontifical College Josephum, Worthington, Monsignor Leo F. Miller, Registrar  
and Dean of Studies  
St. John College, Cleveland, Joan E. Richards, Registrar  
College of Saint Mary of the Springs, Columbus, Sister M. Dorilda, O.P., Registrar  
Salmon P. Chase College, School of Law, Cincinnati, Ruby Casey, Secretary and  
Registrar  
Salmon P. Chase College, School of Commerce, Cincinnati, Dorothy Sutton, Secretary  
and Registrar  
Sinclair College, Dayton, C. C. Bussey, Director  
The College of Steubenville, Steubenville, E. Audrey Savastone, Registrar  
University of Toledo, Toledo, Mrs. Alina Markowski, Registrar  
Ursuline College, Cleveland, Sister Mary Grace, Registrar  
Western College for Women, Oxford, Margaret L. Ebeling, Registrar  
Western Reserve University, Cleveland, Edward T. Downer, Registrar; Hollace G.  
Roberts, Director of Admission  
Wilberforce University, Wilberforce, F. A. McGinnis, Registrar  
Wilmington College, Wilmington, Sarah F. Castle, Registrar  
Wittenberg College, Springfield, The Registrar  
College of Wooster, Wooster, Arthur F. Southwick, Registrar  
Xavier University, Cincinnati, Rev. Edward J. O'Brien, S.J., Director of Admissions;  
Raymond Fellinger, Registrar  
Youngstown College, Youngstown, P. P. Buchanan, Registrar

#### OKLAHOMA

Bacone College, Bacone, Leo D. Harman, Dean  
Benedictine Heights College, Tulsa, Registrar  
Bethany Nazarene College, Bethany, D. R. Danskin, Registrar  
Cameron State Agricultural College, Lawton, Gordon L. Paine, Dean of Administra-  
tion and Registrar  
Central State College, Edmond, A. G. Hitchcock, Registrar  
Connors State Agricultural College, Warner, Anna B. Catlin, Registrar  
Eastern Oklahoma Agricultural and Mechanical College, Wilburton, Larry Etta Rice,  
Chief Clerk and Registrar  
Langston University, Langston, C. D. Batchelor, Registrar  
Northeastern Oklahoma Agricultural and Mechanical College, Miami, Mrs. J. C.  
Hutts, Registrar  
Northern Oklahoma Junior College, Tonkawa  
Northwestern State College, Alva, Aurice Huguley, Registrar  
Oklahoma State University, Stillwater, Raymond Girod, Registrar  
Oklahoma Baptist University, Shawnee, L. E. Solomon, Registrar  
Oklahoma City University, Oklahoma City, Donald T. King, Dean of Admissions  
and Registrar  
Oklahoma College for Women, Chickasha, Trice L. Broadrick, Director of Admis-  
sions and Registrar  
University of Oklahoma, Norman, John E. Fellows, Dean of Admissions and Reg-  
istrar  
Panhandle Agricultural and Mechanical College, Goodwell, Eugene Meyer, Registrar  
Phillips University, Enid, M. H. Ziegler, Registrar  
Southeastern State College, Durant, Sam O. Pool, Registrar  
Southwestern State College, Weatherford, Millie A. Thomas, Registrar  
University of Tulsa, Tulsa, George V. Metzel, Registrar

## OREGON

Cascade College, Portland, Philip S. Clapp, Dean and Registrar  
Concordia College, Portland, Donald W. Lorenz, Registrar  
Eastern Oregon College, LaGrande, Lyle H. Johnson, Registrar  
George Fox College, Newberg, Kenneth M. Williams, Dean and Registrar  
Lewis and Clark College, Portland, William H. Norris, Registrar  
Linfield College, McMinnville, E. A. Whitman, Registrar  
Marylhurst College, Marylhurst, Sister Adele Maureen, Registrar  
Oregon College of Education, Monmouth, R. E. Lieuallen, President  
Oregon State College, Corvallis, D. T. Ordeman, Registrar  
University of Oregon, Eugene, Clifford L. Constance, Registrar  
University of Oregon, Dental School, Portland, Ernest A. Hurley, Registrar  
Pacific University, Forest Grove  
University of Portland, Portland, Rev. Thomas G. LaPine, C.S.C., Registrar  
Portland State College, Portland, Howard Impecoven, Registrar  
Reed College, Portland, Margaret A. Scott, Registrar  
Southern Oregon College of Education, Ashland, Mabel W. Winston, Registrar  
Willamette University, Salem, H. B. Jory, Registrar; Richard A. Yocom, Assistant Registrar

## PENNSYLVANIA

Albright College, Reading, Anna R. Benninger, Registrar  
Allegheny College, Meadville, The Registrar  
Alliance College, Cambridge Springs, John A. Jadus, Dean and Registrar  
Beaver College, Jenkintown, Mrs. Ruth Lindemann, Registrar; Marjorie Darling, Director of Admissions  
Bryn Mawr College, Bryn Mawr, Mrs. Marian C. Anderson, Recorder  
Bucknell University, Lewisburg, George R. Faint, Registrar; Fitz R. Walling, Assistant Registrar and Assistant Director of Admissions  
Carnegie Institute of Technology, Pittsburgh, W. L. Rogers, Registrar; J. M. Daniels, Chairman of Admissions  
Cedar Crest College, Allentown, S. A. Nock, Dean of the College  
Chatham College, Pittsburgh, Amelia Botaris, Registrar and Assistant Dean; Margaret L. Donaldson, Director of Admissions  
Chestnut Hill College, Philadelphia, Sister M. Clare Joseph, Registrar  
Crozer Theological Seminary, Chester, Lucille B. Knapp, Registrar  
Dickinson College, Carlisle, William H. Benson, Registrar; Benjamin D. James, Director of Admission and Dean of Freshmen  
Dickinson School of Law, Carlisle, D. Fenton Adams, Acting Dean  
Drexel Institute, Philadelphia, Elizabeth A. Boyajian, Registrar  
Dropsie College for Hebrew and Cognate Learning, Philadelphia, Sarai Zausmer, Registrar  
Duquesne University, Pittsburgh, Maurice J. Murphy, Registrar; Rev. S. J. Federici, C.S.Sp., Director of Admissions  
Eastern Baptist College, St. Davids, C. Jean Whittaker, Registrar  
Eastern Pilgrim College, Allentown, Lucille Trumpe, Registrar  
Elizabethtown College, Elizabethtown, Roy E. McAuley, Dean  
Franklin and Marshall College, Lancaster, Yvonne E. Gibbel, Recorder  
Gannon College, Erie, Rev. Robert Levis, Registrar  
Geneva College, Beaver Falls, Mrs. Lucille D. Henery, Registrar  
Gettysburg College, Gettysburg, Charles R. Wolfe, Registrar  
Grove City College, Grove City, Harold O. White, Registrar

- Gwynedd-Mercy Junior College, Gwynedd Valley, Sister M. John Aloyse, Registrar  
Haverford College, Haverford, Office of Admissions  
Hershey Junior College, Hershey, V. H. Fenstermacher, Dean  
Holy Family College, Philadelphia, Sister M. Aloysius, Registrar  
Immaculata College, Immaculata, Sister Margaret Mary, Registrar  
The Jefferson Medical College of Philadelphia, Philadelphia, George A. Bennett,  
M.D., Dean  
Juniata College, Huntingdon, James L. Bray, Registrar  
Keystone Junior College, La Plume, The Registrar  
King's College, Wilkes-Barre, The Registrar  
LaSalle College, Philadelphia, Brother G. Joseph, Registrar; Brother F. Christopher,  
F.S.C., Director of Admissions  
Lebanon Valley College, Annville, Mrs. Marion H. Starr, Registrar  
Lehigh University, Bethlehem, James H. Wagner, Registrar  
Lincoln University, Lincoln University, Paul Kuehner, Registrar  
Lycoming College, Williamsport, G. H. Gramley, Director of Admissions  
Marywood College, Scranton, Sister M. Margrete, Registrar  
Mercyhurst College, Erie, Sister M. Marcia, Registrar  
Messiah College, Grantham, C. O. Wittlinger, Registrar and Admissions Officer  
College Misericordia, Dallas, Sister Mary Rosaire, Registrar  
Moore Institute of Art, Philadelphia, Mrs. Barbara Phillips, Registrar  
Moravian College and Theological Seminary, Bethlehem, Samuel R. Kilpatrick,  
Registrar  
Mount Mercy College, Pittsburgh, Sister M. Madeline Sophie, Registrar  
Muhlenberg College, Allentown, George A. Frounfelker, Director of Records,  
Placement, and Counseling  
The Academy of the New Church, Bryn Athyn, E. S. Klein, Dean of Faculties  
Penn Hall Junior College, Chambersburg, Office of the Dean  
Pennsylvania Military College, Chester, Clarence R. Moll, Dean of Admissions and  
Student Personnel  
Pennsylvania State College of Optometry, Philadelphia, Robert Spreat, Registrar  
Pennsylvania State University, University Park, Robert G. Bernreuter, Dean of  
Admissions and Registrar; T. Sherman Stanford, Associate Dean of Admissions;  
Robert M. Koser, Associate Registrar; C. O. Williams, Assistant to the President  
for Special Services  
Pennsylvania State University, Graduate School, University Park, Robert E. Tschan,  
Assistant Dean  
University of Pennsylvania, Philadelphia, Ernest Whitworth, Registrar; Arthur R.  
Owens, Assistant Registrar  
Philadelphia Bible Institute, Philadelphia, Rev. Clair M. Hitz, Registrar  
Philadelphia College of Osteopathy, Philadelphia, Thomas M. Rowland, Jr., Direc-  
tor of Admissions  
Philadelphia College of Pharmacy and Science, Philadelphia, John E. Kramer, Reg-  
istrar  
Philadelphia Textile Institute, Philadelphia, John Conlin, Director of Admissions;  
Paul J. Gebert, Registrar  
University of Pittsburgh, Pittsburgh, Endicott A. Batchelder, University Registrar;  
Bernard S. Adams, Director of Admissions  
The Pittsburgh Xenia Theological Seminary, Pittsburgh, Bessie Burrows, Registrar  
Rosemont College, Rosemont, Mother Mary St. Stephen, Registrar  
St. Francis College, Loretta, Father Gabriel, Dean  
Saint Joseph's College, Philadelphia, Michael P. Boland, Registrar

St. Vincent College, Latrobe, Jude L. Coughlin, Registrar  
University of Scranton, Scranton, John A. Finnegan, Registrar  
Seton Hill College, Greensburg, Sister Rose Irene Boggs, Registrar  
State Teachers College, California, Harold E. Kemper, Director of Admissions and Registrar  
State Teachers College, Indiana, Mary L. Esch, Registrar  
State Teachers College, West Chester, B. Paul Ross, Registrar  
Susquehanna University, Selinsgrove, Mrs. Sara B. Stevens, Registrar  
Swarthmore College, Swarthmore, John M. Moore, Registrar  
Temple University, Philadelphia, Irving Lilly, Assistant Registrar; John M. Rhoads, Registrar  
Thiel College, Greenville, Earl E. Mezoff, Director of Admissions and Placement;  
Joseph Werlinich, Assistant Director of Admissions  
Ursinus College, Collegeville, Geoffrey Dolman, Director of Admissions; Allan L. Rice  
Villa Maria College, Erie, The Registrar  
Villanova University, Villanova, Rev. Thomas A. Burke, O.S.A., Registrar; Mrs.  
Meta D. Skow, Recorder  
Washington and Jefferson College, Washington, Ralph W. Thomas, Dean of the  
College; Frederick Frank, Secretary of Admissions  
Waynesburg College, Waynesburg, M. K. Talpas, Registrar  
Westminster College, New Wilmington, Isabel Ramsey, Recorder  
Wilkes College, Wilkes-Barre, John P. Whithy, Registrar  
Wilson College, Chambersburg, Elizabeth Boyd, Registrar; Mrs. Paul Leitch, Director  
of Admissions  
York Junior College, York, Kenneth R. Widdall, Registrar

#### PUERTO RICO

Catholic University of Puerto Rico, Ponce, Sister James Cecilia, C.S.J., Registrar;  
Sister Mary Joseph Lorraine, C.S.J.; Sister M. Natalena, C.S.J., Director of  
Admissions  
Inter American University of Puerto Rico, San German, Frederick E. Kidder, Registrar  
Puerto Rico Junior College, Rio Piedras, Mrs. Rosa M. Llombart, Registrar  
University of Puerto Rico, Rio Piedras, Francisco Lopez, Acting Registrar  
University of Puerto Rico, College of Agricultural and Mechanic Arts, Mayaguez  
José I. Soto, Associate Registrar  
College of the Sacred Heart, Santurce, Mother Dolores Sarre, Registrar

#### RHODE ISLAND

Brown University, Providence, Milton E. Noble, Recorder; Emery R. Walker, Dean  
of Admissions  
Brown University, Pembroke College, Providence, Dorothy S. Horton, Recorder  
Bryan College, Providence, E. Gardner Jacobs, Vice President  
Providence-Barrington Bible College, Providence, George H. Cramer, Registrar  
Providence College, Providence, Daniel M. Galliher, Registrar; Rev. Royal J. Gardner, O.P., Assistant Registrar  
Rhode Island College of Education, Providence, W. Christina Carlson, Registrar  
Rhode Island School of Design, Providence, George L. Bradley, Registrar  
University of Rhode Island, Kingston, James W. Eastwood, Director of Admissions  
Salve Regina College, Newport, Sister Mary Martina, R.S.M.

**SOUTH CAROLINA**

Allen University, Columbia, R. L. Peguese, Registrar  
Anderson College, Anderson, L. B. Lutz, Registrar  
Bob Jones University, Greenville, Marshall P. Neal, Acting Registrar  
The Citadel, Charleston, Colonel J. W. Duckett, Registrar  
Clemson Agricultural College, Clemson College, K. N. Vickery, Registrar  
Columbia Bible College, Columbia, The Registrar  
Columbia College, Columbia, Mrs. Ruth H. Lightsey, Registrar  
Converse College, Spartanburg, Louisa Trawick, Registrar  
Erskine College, Due West, Lucy Anne McCluer, Registrar  
Furman University, Greenville, C. L. Rasor, Registrar  
Furman University, Woman's College, Greenville, Eula Barton, Registrar  
Lander College, Greenwood, Katie H. Hollingsworth, Registrar  
Limestone College, Gaffney, Miriam A. Thompson, Registrar  
Morris College, Sumter, C. R. Mitchell, Registrar  
Newberry College, Newberry, James C. Abrams, Registrar  
Presbyterian College, Clinton, Mrs. Roslyn C. Martin, Registrar  
South Carolina State Agricultural and Mechanical College, Orangeburg, J. D. McGhee, Registrar  
University of South Carolina, Columbia, Bernard A. Daetwyler, Registrar  
Winthrop College, Rock Hill, John G. Kelly, Registrar  
Wofford College, Spartanburg, B. L. Scoggins, Registrar

**SOUTH DAKOTA**

Augustana College, Sioux Falls, I. B. Hauge, Registrar  
Dakota Wesleyan University, Mitchell, J. J. Knox, Registrar and Dean  
General Beadle State Teachers College, Madison, P. E. Tyrell, Registrar  
Huron College, Huron, Frank W. Smith, Dean and Registrar  
Mount Marty College, Yankton, Sister M. Stanislaus, Registrar  
Northern State Teachers College, Aberdeen, Harvey E. Van Beck, Director of Admissions and Records  
Sioux Falls College, Sioux Falls, A. M. Gowan, Dean and Registrar  
South Dakota School of Mines and Technology, Rapid City, Robert H. Moore, Registrar  
South Dakota State College, Brookings, D. B. Doner, Registrar  
University of South Dakota, Vermillion, H. W. Frankenfeld, Registrar  
Southern State Teachers College, Springfield, M. E. Burgi, Registrar

**TENNESSEE**

Austin Peay State College, Clarksville, M. P. Bowman, Dean and Registrar  
Belmont College, Nashville, Office of the Registrar  
Carson-Newman College, Jefferson City, Mrs. Nina M. Robin, Registrar  
University of Chattanooga, Chattanooga, Reuben W. Holland, Registrar  
Christian Brothers College, Memphis, Brother Henry Ernest, F.S.C., Dean of Admissions and Registrar  
David Lipscomb College, Nashville, Ralph R. Bryant, Registrar  
East Tennessee State College, Johnson City, William M. Beasley, Registrar  
Fisk University, Nashville, James R. Smothers, Jr., Registrar and Director of Admissions  
Freed-Hardeman College, Henderson, E. Claude Gardner, Registrar  
King College, Bristol, Jack E. Snider, Registrar  
Knoxville College, Knoxville, Frances E. Clark, Registrar

- Lambuth College, Jackson, Everette L. Walker, Dean and Registrar  
Lane College, Jackson, George L. Thacker, Registrar  
Lee College, Cleveland, Robert Humbertson, Registrar and Dean of Students  
LeMoyne College, Memphis, Margaret Bush, Registrar  
Lincoln Memorial University, Harrogate, Hugh T. Ramsey, Registrar  
Madison College, Madison, Homer R. Lynd, Registrar  
Maryville College, Maryville, Viola M. Lightfoot, Assistant to the Dean of Students  
Meharry Medical College, Nashville  
Memphis State College, Memphis, R. P. Clark, Registrar  
Middle Tennessee State College, Murfreesboro, N. C. Beasley, Director of Admissions  
Milligan College, Milligan College, Lois Hale, Registrar  
Morristown Normal and Industrial College, Morristown, Paul A. Edwards, Registrar  
Scarritt College for Christian Workers, Nashville, Betty Jo Vaughan, Admissions Office  
Siena College, Memphis, Sister M. Jamesetta, Registrar  
The University of the South, Sewanee, Ben F. Cameron, Director of Admissions  
Southern College of Optometry, Memphis, E. B. Vaughn, Registrar  
Southern Missionary College, Collierville, Registrar  
Southwestern College of Memphis, Memphis, Malcolm Evans, Registrar  
Tennessee Agricultural and Industrial State College, Nashville, F. J. D. McKinney, Chairman of Admissions  
Tennessee Polytechnic Institute, Cookeville, Mrs. Altie H. Smith, Registrar  
The University of Tennessee, Knoxville, R. F. Thomason, Dean of Admissions and Records  
The University of Tennessee, School of Social Work, Nashville, Clyde W. Linville, Jr., Chairman  
The University of Tennessee, Martin Branch, Martin, Myrtle H. Phillips, Registrar  
Trevecca Nazarene College, Nashville, Amy L. Person, Registrar  
Tusculum College, Greenville, E. Linnell Gentry, Registrar  
Union University, Jackson, The Registrar  
Vanderbilt University, Nashville, James L. Buford, Registrar  
The William Jennings Bryan University, Bryan Hill, The Registrar

## TEXAS

- Abilene Christian College, Abilene, Kenneth Rasco, Registrar  
Agricultural and Mechanical College of Texas, College Station, Office of the Registrar  
Amarillo College, Amarillo, J. F. Balderston, Registrar  
Arlington State College, Arlington, B. C. Barnes, Registrar  
Austin College, Sherman, J. Forrest Bryant, Registrar  
Baylor University, Waco, Alton B. Lee, Registrar  
Bishop College, Marshall, J. D. Hurd, Registrar  
Blinn College, Brenham, Henry J. Boehm, Registrar  
University of Corpus Christi, Corpus Christi, A. H. Wilcox, Registrar and Director of Admissions  
Dallas Theological Seminary and Graduate School of Theology, Dallas, Donald K. Campbell, Registrar  
Decatur Baptist College, Decatur, Ray H. Watkins, Registrar  
East Texas Baptist College, Marshall, S. E. Smith, Registrar  
East Texas State Teachers College, Commerce, John S. Windell, Registrar  
Frank Phillips College, Borger, J. W. Dillard, Dean and Registrar

- Hardin-Simmons University, Abilene, Mrs. Joseph Grba, Registrar  
Howard County Junior College, Big Spring, Bernard M. Keese, Dean, Registrar, and General Admission Officer  
Howard Payne College, Brownwood, Mrs. Dora Mae Herring, Registrar  
Huston-Tillotson College, Austin, J. L. McNealy, Dean and Registrar  
The University of Houston, Houston, Ramon A. Vitulli, Registrar  
Incarnate Word College, San Antonio, Sister M. Antonius, Registrar  
Jarvis Christian College, Hawkins, Mrs. V. Carney Waddleton, Registrar  
Lamar State College of Technology, Beaumont, Celeste Kitchen, Registrar  
McMurry College, Abilene, Jerome Vannoy, Registrar  
Midwestern University, Wichita Falls, Mrs. J. H. Jameson, Registrar  
North Texas State College, Denton, Alex Dickie, Registrar  
Odessa College, Odessa, Jack Rodgers, Dean and Registrar  
Our Lady of the Lakes College, San Antonio, Sister M. Annunciata, Registrar  
Pan American College, Edinburg, H. H. Gauding, Registrar  
Prairie View Agricultural and Mechanical College, Prairie View, L. C. McMillan, Acting Registrar  
The Rice Institute, Houston M. V. McEnany, Registrar  
St. Edward's University, Austin, The Registrar  
St. Mary's University of San Antonio, San Antonio, Rev. Thomas J. Treadaway, Registrar  
University of St. Thomas, Houston, Rev. Joseph B. Courtney, C.S.B., Registrar  
Sacred Heart Dominican College, Houston, Sister M. Gerard, O.P., Registrar  
Sam Houston State Teachers College, Huntsville, Reed Lindsey, Registrar  
San Angelo College, San Angelo, Floyd D. Boze, Dean and Registrar  
San Antonio College, San Antonio, Jerome F. Weynand, Registrar  
South Texas College, Houston, Mrs. Harry Hutchens, Registrar  
Southern Methodist University, Dallas, Leonard G. Nystrom, Director of Admissions  
Southwest Texas State Teachers College, San Marcos, Registrar  
Southwestern Baptist Theological Seminary, Fort Worth, Katie Reed, Registrar  
Southwestern Bible Institute, Waxahachie, Joseph M. Gutel, Registrar  
Southwestern Junior College, Keene, Paul L. Wilson, Registrar  
Southwestern University, Georgetown, Pearl A. Neas, Registrar  
Stephen F. Austin State Teachers College, Nacogdoches, The Registrar  
Sul Ross State College, Alpine, Delbert A. Dyke, Registrar  
Tarleton State College, Stephenville, Stuart Chilton, Registrar  
Temple Junior College, Temple, H. M. Dawson, Associate Dean and Registrar  
Texas Christian University, Fort Worth, Calvin A. Cumbie, Registrar  
Texas College, Tyler, Mrs. Eugene B. Long, Registrar  
Texas College of Arts and Industries, Kingsville, George W. McCullen, Registrar  
Texas Lutheran College, Seguin, Arthur G. Gustafson, Registrar  
Texas Southern University, Houston, William Bell, Registrar and Director of Admissions  
Texas Southmost College, Brownsville, Dawson DeViney, Dean and Registrar  
Texas Woman's University, Denton, Francis W. Emerson, Registrar  
Texas Technological College, Lubbock, Floyd D. Boze, Dean of Admissions and Registrar  
University of Texas, Austin, W. Byron Shipp, Registrar and Director of Admissions; John W. Brown, Assistant Registrar  
University of Texas, Dental Branch, Houston, Mrs. Madyne B. Bowen, Registrar  
University of Texas, Southwestern Medical, Dallas, Anne Rucker, Registrar  
University of Texas, Medical Branch, Galveston, The Registrar

Texas Wesleyan College, Fort Worth, Harry W. Rice, Registrar  
Texas Western College, El Paso  
Trinity University, San Antonio, L. B. Higgins, Registrar  
Victoria Junior College, Victoria, The Registrar  
Wayland Baptist College, Plainview, Audrey H. Boles, Registrar  
West Texas State College, Canyon, Frank H. Morgan, Registrar  
Wharton County Junior College, Wharton, Mrs. Merle DeBona, Registrar  
Wiley College, Marshall, The Registrar

#### UTAH

Brigham Young University, Provo, Bliss H. Crandall, Dean of Admissions and Records; Lucile Spencer, Acting Registrar; Orrin H. Jackson  
Carbon College, Price, Rulon A. Bryner, Registrar  
Dixie Junior College, St. George, B. Glen Smith, Registrar  
College of St. Mary-of-the-Wasatch, Salt Lake City, Sister M. Bethania, Registrar  
Snow College, Ephraim, Ross P. Findlay, Registrar  
College of Southern Utah, Cedar City, Ward S. Robb, Registrar  
Utah State University of Agriculture and Applied Sciences, Logan, A. L. Beecher, Acting Registrar  
University of Utah, Salt Lake City, J. A. Norton, Registrar  
Weber College, Ogden, Clarisse H. Hall, Registrar  
Westminster College, Salt Lake City, Allan W. Bosch, Registrar

#### VERMONT

Green Mountain College, Poultney, Calista K. White, Registrar  
Middlebury College, Middlebury, Marion E. Holmes, Registrar  
Norwich University, Northfield, The Registrar  
St. Michael's College, Winooski, Thomas A. Garrett, Registrar  
University of Vermont and State Agricultural College, Burlington, Harold C. Collins, Director of Admissions and Records; Dorothy Pearson, Recorder; Thomas P. Clairmont, Assistant Director of Admissions and Records

#### VIRGINIA

Averett College, Danville, Mary C. Fugate, Dean and Registrar  
Bridgewater College, Bridgewater, John W. Boitnott, Dean  
Eastern Mennonite College, Harrisonburg, John R. Mumaw, President  
Emory and Henry College, Emory, Edgar Bingham, Registrar  
Ferrum Junior College, Ferrum, Elmer A. Thompson  
Hampton Institute, Hampton, Collins A. Davis, Registrar  
Hollins College, Hollins College, Mrs. Margaret Eldridge, Registrar  
Longwood College, Farmville, Virginia Wall, Registrar  
Lynchburg College, Lynchburg, Blanche Latham, Registrar  
Madison College, Harrisonburg, Helen M. Frank, Registrar  
Marion College, Marion, The Registrar's Office  
Mary Baldwin College, Staunton, Marguerite Hillhouse, Registrar  
Mary Washington College, Fredericksburg, Louis C. Guenther, Registrar; Michael Houston, Director of Admissions  
Marymount Junior College, Arlington, Mother M. Magella, Registrar  
Radford College, Radford, Mrs. Celene H. Gardner, Registrar  
Randolph-Macon College, Ashland, William A. Robertson, Jr., Registrar  
Randolph-Macon Woman's College, Lynchburg, Mrs. Annie Whiteside, Registrar

Richmond Professional Institute, College of William and Mary, Richmond, Ethel Blue Riebe, Registrar  
 Roanoke College, Salem, C. H. Bast, Registrar  
 St. Paul's College, Lawrenceville, T. H. E. Jones, Registrar  
 Shenandoah College and Shenandoah Conservatory of Music, Dayton, John C. Sheeve, Jr., Registrar  
 Southern Seminary and Junior College, Buena Vista, Mrs. H. Russell Robey, Director  
 Stratford College, Danville, Marguerite Carter, Registrar  
 Sullins College, Bristol, Raymond A. Bailey, Registrar  
 Sweet Briar College, Sweet Briar, Jeannette Boone, Recorder  
 Virginia Intermont College, Bristol, Carl E. Todd, Academic Dean and Registrar  
 Virginia Military Institute, Lexington, Colonel F. H. Barksdale, Registrar  
 Virginia Polytechnic Institute, Blacksburg, Clarice Slusher, Registrar  
 Virginia State College, Petersburg, J. Louise Barrett, Registrar  
 Virginia State College, Norfolk Division, Norfolk, Joseph W. Brown, Registrar  
 Virginia Union University, Richmond, Theresita N. Braxton, Registrar  
 University of Virginia, Charlottesville, B. F. D. Runk, Registrar  
 Virginia Theological Seminary, Alexandria, Admissions Office  
 Washington and Lee University, Lexington, E. H. Howard, Registrar  
 College of William and Mary, Williamsburg, J. Wilfred Lambert, Registrar  
 College of William and Mary, Virginia Polytechnic Institute in Norfolk, Norfolk, E. B. Richards, Registrar

#### WASHINGTON

Central Washington College of Education, Ellensburg, Perry Mitchell, Registrar  
 Centralia Junior College, Centralia, Constance Deichman, Acting Registrar  
 Clark College, Vancouver, J. M. Nelson, Dean of Admissions  
 Columbia Basin College, Pasco, George F. Askegaard, Registrar  
 Eastern Washington College of Education, Cheney, C. W. Quinley, Jr., Registrar  
 Everett Junior College, Everett, Gertrude T. Van Arkel, Registrar  
 Gonzaga University, Spokane, Rev. J. F. Gubbins, Registrar  
 Grays Harbor College, Aberdeen, A. M. Phillips, Registrar  
 Holy Family College, Spokane, Sister M. Martinian, Registrar  
 Northwest Bible College, Seattle, A. D. Millard, Registrar  
 Pacific Lutheran College, Parkland, Philip E. Hauge, Dean and Registrar  
 College of Puget Sound, Tacoma, Richard Dale Smith, Registrar and Director of Admissions  
 St. Martin's College, Olympia, Rev. Richard Cebula, O.S.B., Dean of Instruction  
 Seattle Pacific College, Seattle, E. Walter Helsel, Registrar  
 Seattle University, Seattle, Mrs. Jeanne B. Davis, Registrar  
 State College of Washington, Pullman, Claude Simpson, Director of Admissions and Registrar  
 Walla Walla College, College Place, Mrs. Irene Black, Registrar  
 University of Washington, Seattle, Mrs. Ethelyn Toner, Registrar  
 Wenatchee Junior College, Wenatchee, Mrs. Dorotha E. Clay, Registrar and Bursar  
 Western Washington College of Education, Bellingham, Donald A. Ferris, Registrar  
 Whitman College, Walla Walla, Douglas V. McClane, Director of Admissions  
 Whitworth College, Spokane, Estella E. Baldwin, Registrar

#### WEST VIRGINIA

Alderson-Broaddus College, Philippi, Mrs. Hilding Lind, Registrar and Director of Admissions

- Bethany College, Bethany, K. W. Haney, Registrar  
Bluefield State College, Bluefield, S. J. Wright, President  
Concord College, Athens, S. L. McGraw, Registrar  
Davis and Elkins College, Elkins, Mrs. Anna Dale Kek, Registrar  
Fairmont State College, Fairmont, Otis H. Milam, Registrar and Director of Admissions  
Glenville State College, Glenville, L. Brown Trussler, Registrar  
Marshall College, Huntington, Luther E. Bledsoe, Registrar and Director of Admissions  
Morris Harvey College, Charleston, T. J. McGinnis, Registrar and Director of Admissions  
Potomac State School of West Virginia University, Keyser, K. S. McKee, Dean and Registrar  
Salem College, Salem, Alta L. Van Horn, Registrar  
Shepherd College, Shepherdstown, The Registrar  
West Liberty State College, West Liberty, Jesse J. Pugh, Registrar  
West Virginia Institute, Montgomery, The Registrar  
West Virginia State College, Institute, Daniel P. Lincoln, Registrar  
West Virginia University, Morgantown, J. Everett Long, Registrar and Chairman of Admissions  
West Virginia Wesleyan College, Buckhannon, A. A. Schoolcraft, Dean and Registrar

## WISCONSIN

- Alverno College, Milwaukee, Sister M. Edmond, O.S.F., Registrar  
Beloit College, Beloit, Hugh M. Satterlee, Registrar  
The Cardinal Stritch College, Milwaukee, Sister Mary Magdeleine, O.S.F.  
Carroll College, Waukesha, Royanna Benjamin, Registrar  
Concordia College, Milwaukee, J. Henry Gienapp, Registrar  
Dominican College, Racine, Sister M. Theodore, O.P., Registrar  
Wisconsin State College, Eau Claire, Leonard C. Haas, Dean of Instruction  
Edgewood College, Madison, Sister Mary Joan, Registrar  
Holy Family College, Manitowoc, Sister Mary Dominic, Registrar  
Lakeland College, Sheboygan  
Lawrence College, Appleton, Dorothy H. Draheim, Registrar  
Layton School of Art, Milwaukee, Ted B. Fitzwater, Registrar  
Marian College, Fond du Lac, Sister Mary Theresa Meyer, C.S.A., Registrar  
Marquette University, Milwaukee, Ralph E. Weber, Registrar and Director of Admissions  
Milton College, Milton, J. L. Skaggs, Registrar  
Milwaukee-Downer College, Milwaukee, Ruth Damkoehler, Registrar  
Milwaukee School of Engineering, Milwaukee, William D. Jelinske, Director of Admissions  
Milwaukee Vocational and Adult Schools, Milwaukee, Calvin O. Evans, Faculty Counselor, Student Services Division  
Mount Mary College, Milwaukee, Sister Mary Norman, S.S.N.D., Registrar  
Nashotah House, Nashotah, Rev. Robert L. Jacoby, Registrar  
The Institute of Paper Chemistry, Appleton, J. Edward Todd, Assistant Dean; Dean Roy Whitney  
Ripon College, Ripon, Elva Boettcher, Registrar  
Saint Francis Major Seminary, Milwaukee, Rev. Francis J. Bisenius, Registrar  
Saint Norbert College, West De Pere, The Registrar  
Stout State College, Menomonie, Frank J. Belisle, Registrar

United States Armed Forces Institute, Madison, William H. Dicks, Registrar  
 Viterbo College, LaCrosse, Sister M. Dolorita, Registrar  
 Wisconsin State College at Platteville, Platteville, Milton Longhorn, Registrar  
 Wisconsin State College, River Falls, J. J. McLaughlin, Registrar  
 Wisconsin State College, Stevens Point, Gilbert Faust, Registrar  
 Wisconsin State College, Whitewater, The Registrar  
 University of Wisconsin, Madison, Paul L. Trump, Registrar  
 University of Wisconsin, Milwaukee, Irene M. Bozak, Director of Admissions and Records

#### WYOMING

Casper Junior College, Casper, M. F. Griffith, Dean  
 University of Wyoming, Laramie, R. E. McWhinnie, Registrar

#### CANADA

Acadia University, Wolfville, Nova Scotia, R. M. Thompson, Registrar  
 University of Alberta, Edmonton, Alberta, Alexander Duncan Cairns, Registrar  
 University of British Columbia, Vancouver, British Columbia, J. E. A. Parnall, Registrar  
 Carleton College, Ottawa, Ontario, J. A. B. McLeish, Registrar  
 McGill University, Montreal, Quebec, Colin McDougall, Registrar  
 McMaster University, Hamilton, Ontario, C. Linton, Registrar  
 The University of Manitoba, Winnipeg, D. Chevrier, Registrar  
 Mount St. Vincent College, Halifax, Nova Scotia, Sister Anne Gertrude, Registrar  
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